



REGULAR BOARD MEETING AGENDA

TUESDAY, JUNE 22, 2021
6:00 PM
via ZOOM

1. CALL TO ORDER AND INTRODUCTIONS

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

3. ADOPTION OF THE AGENDA

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) adopt the agenda as presented (*or, as amended*).

4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes: May 25, 2021 p 1-9
- b. Ratification of In Camera Board Meeting Minutes: May 25, 2021 p 10
- c. Receipt of Ministry News Releases
 - More licensed child care options coming to BC families p 11-12
 - Recovery Plan investment supports safe K-12 return p 13-15
- d. Receipt of Reports from Trustee Representatives
 - Early Years Coalition – Trustee Young p 16
- e. Receipt of Status of Action Items – June 2021 p 17

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of June 22, 2021, as presented (*or, as amended*).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)

6. BUSINESS ARISING FROM THE MINUTES

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION

8. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)

9. DISTRICT PARENTS ADVISORY COUNCIL

10. PUBLIC QUESTIONS AND COMMENTS (WRITTEN)

11. ACTION ITEMS

- a. Capital Plan Bylaw No. 2021/2022-CPSD69-02** (Ron Amos) p 18

Recommendations

THAT the Board of Education of School District 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2021/22-CPSD69-02 at its Regular Board Meeting of June 22, 2021.

THAT the Board of Education of School District 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2021/22-CPSD69-02 at its Regular Board Meeting of June 22, 2021.

THAT the Board of Education of School District 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2021/22-CPSD69-02 at its Regular Board Meeting of June 22, 2021.

THAT the Board of Education of School District 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Capital Project Bylaw No. 2021/22-CPSD69-02 at its Regular Board Meeting of June 22, 2021.

12. INFORMATION ITEMS

- a. Superintendent's Report** (Keven Elder)
- i. Framework for Enhancing Student Learning (FESL)** p 19-26
 - ii. Community School Report** p 27-31
 - iii. September K-12 Restart Plan 2021**
- b. Educational Programs Update** (Gillian Wilson/Vivian Collyer)

13. EDUCATION COMMITTEE OF THE WHOLE REPORT (Trustee Godfrey)**14. POLICY COMMITTEE REPORT** (Trustee Young)

- a. Board Policy 303: Enhancing Student Learning** p 32-36
- Recommendation:*
- THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 303: *Enhancing Student Learning* at its Regular Board Meeting of June 22, 2021.
- b. Board Policy 305: Public Interest Disclosure** p 37-39
- Recommendation:*
- THAT** the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 305: *Public Interest Disclosure* and its attendant administrative procedures at its Regular Board Meeting of June 22, 2021.

- c. Board Policy 600: Personnel** **p 40-51**
(Previously Administrative Procedures Only)
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 600: *Personnel* at its Regular Board Meeting of June 22, 2021.
- d. Board Policy 504: Copyright and Intellectual Property** **p 52-54**
(Previously Administrative Procedures Only)
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 504: *Copyright and Intellectual Property* and its attendant administrative procedures at its Regular Board Meeting of June 22, 2021.
- 15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** *(Trustee Flynn)* **p 55-56**
- 16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
- 17. TRUSTEE ITEMS**

 - a. 2021-2022 Trustee Meeting Schedule** *(Trustee Flynn)* **p 57-58**
 - b. Climate Action Task Force Meeting Update** *(Julie Austin)* **p 59-82**
Recommendation
THAT the Board of Education of School District 69 (Qualicum) join the West Coast Climate Action Network.
 - c. Early Learning & Childcare Council in Oceanside (ELCCO)** *(Julie Austin)* **p 83**
- 18. NEW OR UNFINISHED BUSINESS**
- 19. BOARD CORRESPONDENCE AND MEDIA**
- 20. PUBLIC QUESTION PERIOD**
- 21. ADJOURNMENT**

REGULAR BOARD MEETING MINUTES

TUESDAY, MAY 25, 2021
6:00 PM
VIA ZOOM



ATTENDEES

Trustees

Eve Flynn	Chairperson
Julie Austin	Vice-Chairperson
Laura Godfrey	Trustee
Elaine Young	Trustee

Administration

Keven Elder	Superintendent of Schools
Gillian Wilson	Associate Superintendent of Schools
Ron Amos	Secretary Treasurer
Vivian Collyer	Director of Instruction
Chris Dempster	General Manager of Operations
Trish Cathrine	Vice Principal, Ballenas Secondary School Qualicum District Principals/Vice Principals' Association

Education Partners

Mount Arrowsmith Teachers' Association (MATA)
 District Parents Advisory Council (DPAC)
 Canadian Union of Public Employees (CUPE) Local 3570

1. CALL TO ORDER

Chair Flynn called the zoom meeting to order at 6:00 p.m.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Flynn acknowledged that the Board was meeting via zoom on the unceded territory of the Coast Salish people and thanked the Snaw-Naw-As (Nanoose) and Qualicum First Nations for sharing their territory to live, work and play on their shared territory.

She then provided an update on the health status of Trustee Kurland.

She then recognized that May 19th had been the CUPE appreciation day in the district.

3. ADOPTION OF THE AGENDA

21-44R

Moved: Trustee Godfrey Seconded: Trustee Austin

THAT the Board of Education of School District No. 69 (Qualicum) adopt the agenda as presented.

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes: April 27, 2021
- b. Approval of the Special Board Meeting Minutes: April 20, 2021
- c. Ratification of In Camera Board Meeting Minutes: April 27, 2021
- d. Receipt of Ministry News Releases
 - Fleet of the future: electric school buses coming soon
 - More funding to improve schools for BC Students
 - Central Island families to benefit from new child care spaces
- e. Receipt of Reports from Trustee Representatives
 - Oceanside Community Track Committee (March 9) – Trustee Young
 - Oceanside Building Learning Together (March 4) – Trustee Young
- f. Receipt of Status of Action Items – May 2021

21-45R

Moved: Trustee Godfrey *Seconded:* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of May 25, 2021, as amended.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS

None

6. BUSINESS ARISING FROM THE MINUTES

None

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Deb Comer, President, commented on the following:

- Continued well wishes to Trustee Kurland
- Vaccination of members has provided a sense of relief for members in hopes of being able to gather in the near future.
- While the September start up appears that it might be closer to 'normal' there are still questions regarding what that will look like.
- MATA will continue to advocate for health and safety to continue to be a priority for September start to keep staff and students safe. This could be supported by smaller class sizes, especially in vulnerable cohorts and access to school-based counsellors
- MATA will continue to advocate for adequate sustainable funding for all students in the district.
- Congratulations to Vivian Collyer and Rudy Terpstra on their new roles for 2021/2022.
- Congratulations to all the new principal and vice principal appointments announced earlier in the day – there will lots of changes for the new school year and members are looking forward to them.
- Matt Woods has been elected as the new MATA president for 2021/22 and Debbie Comer will move to working at Bowser Elementary School.

8. CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LOCAL 3570

Sherrie Brown, President, commented on the following:

- Expressed thanks to trustees, staff and students for the CUPE Appreciation Day video.
- Appreciation to the MATA president for all her support and dedication to the district and for the mentorship provided to the CUPE president as she stepped into her role.
- Congratulations to everyone for pulling together to move successfully through this school year of COVID. While there are still many unknowns as to what the upcoming school year will look like, whatever happens, support staff will be ready to support staff and students.
- A new support position for students who could not attend school in person was implemented this year and she suggested that the district could have utilized those home support education assistants more fully as some students are falling behind due to a lack of person to person relationships.
- She noted the many staffing changes in the 2021-22 year and congratulated everyone in their new roles.
- There is a call across the province for daytime custodial support and the union has heard from parents, colleagues and staff that the district should continue with daytime custodians to protect the school community from general viruses and reduce the workload of custodians and reduce the constant strain on their physical well being.

9. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

Karri Kitazaki, PAC Vice-Chair, Springwood Elementary, commented on the following:

- The BC Confederation of Parent Advisory Councils is hosting a parent education conference May 28-29, 2021 and will focus on parent engagement and succession planning which is also something DPAC will be focusing on this year.

10. PUBLIC QUESTIONS AND COMMENTS (RELATED TO AGENDA ITEMS)

None

11. ACTION ITEMS**12. INFORMATION ITEMS****a. Superintendent's Report**

Superintendent Elder expressed appreciation for what has been done collectively across the district which carried the district to the restart plan announced earlier in the day. It is evidence of what the district has done this year to keep society as normal as possible and highlights the role of all partners and parents to have schools open this year. When we look around the world as to how schooling has gone this year in other areas, it has been primarily a successful year and through managing the safety protocols well and moving to end of June and potentially a normal restart in September. He is optimistic about what things will look like in September and he will regret not being part of the conversation about funding model review. However, thoughtful analysis in the district will be as it has been in the past to review and dissect that proposal.

Superintendent Elder noted that at next Tuesday's district leadership team meeting, administrators will be sharing thoughts from their staff regarding some of

the initiatives necessitated by the pandemic which made a positive difference and could be continued into the next school year. How the district will be organized next year based on lessons learned this year will be a pressing and timely matter of discussion and he hopes to have a declaration shortly as to how schools will be organized next year.

He then expressed his appreciation and congratulations to people who are moving in the administrative world to others who have taken a step in leadership - either a step up or a lateral move – and welcomed Brant Prunkl, Assistant Manager of Operations & Safety, to the district management team

Superintendent Elder then commented that a lot of work has been done to create the District Framework for Enhancing Student Learning (FESL) which shows the data that are required to be shared publicly and provides space within the report for commentary to contextualize the Ministry data in a way to make it more meaningful for the district based on local knowledge as well. The document will move from the emerging stage in June to a final in September for submission by end of September.

He added that the District has a long positive history with planning for student success including the enhancing student learning process that is very effective at the school and district level and which we hope to reflect in the new compliance materials as part of FESL framework from government.

i. Framework for District Strategic Planning & Presentation

Superintendent Elder then presented the Framework for District Strategic Planning as was brought about as an answer to the question of 'How do you as a school district not only plan for enhancing student learning but organize all of your planning in a way that supports and reflects your priorities for enhancing student learning'. The exiting planning documents have been placed into a framework for district strategic planning so the information can be found in one place.

He then reviewed the concept behind the Framework for District Strategic Planning and what should be happening in each of 13 goal areas of school district operation, starting with learning itself. The intention for each of these areas is to create an ongoing cycle of:

- a. Determining what matters most
- b. Determining how we are doing
- c. Determining how we should be doing
- d. Creating measurable goals
- e. Implementing supportive strategies
- f. Tracking evidence
- g. Resetting goals and strategies

The document is a 'catch-all' place to support all the planning and constantly link back to what difference it is making to children.

Trustees noted that they have had the opportunity to review the draft document for discussion. It is a living document which will be evolving in some sections more so than in others. The framework guides the district in moving forward. This is a good document for the Board to do that transition piece and begin reviewing its vision, mission and goals.

21-46R

Moved: Trustee Young *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) receive and approve the Framework for District Strategic Planning for distribution, publication and ongoing use as a planning document.

CARRIED UNANIMOUSLY

b. Educational Programs Update

Gillian Wilson, Associate Superintendent, reported on the following:

- Status of licensing applications for seamless day childcare at Errington Elementary with a few items of information still to be provided to the licensing branch. It is anticipated that the program will open in September.
- Administration is also working with the Oceanside Building Learning Together Centre (OBLTC) on the licensing application for the Arrowview Elementary School daycare. As soon as the building is at a certain stage, the district can apply for licensing. OBLT is also working on a license for the Errington School site. Ms. Wilson commended the staff at Island Health for their work and support in guiding the district through the process; however, she is also communicating with the Ministry of Education regarding the additional licensing requirements for the same room which will be occupied by the same children shortly after the regular school day ends..
- The Learning Survey has been completed and administrators are looking through that data in terms of their Enhancing Student Learning Plans, particularly the data from students compared to the previous year. She acknowledged that there are still some students who are not engaged and some questions that have been posed at the District Student Review Committee meetings is how to re-engage those students and it was hoped that some of those youth participated in the survey to provide that feedback. The district social worker is extremely busy and she commended the Board for creating that position to bridge the gap between the community support that counsellors provide.
- Staff have been working at the school level to review their School Codes of Conduct and are continuing work to adapt and edit each one for presentation to the Board in August. The social justice working group has been having conversations about equity, education, bias and prejudice to support some of the work school are doing.

Vivian Collyer, Director of Instruction, reported on the following:

- All schools have Green Teams made up of staff and students who are synthesizing all activities related to environmental stewardship and preparing report to share with CATForce meeting attendees next week. The report will highlight the learning the Green Teams have done together, initiatives of schools, and ideas of moving environmental stewardship into the future.
- The 2021 SOGI Summit was held on May 17/18. Gaynor Charnock, Vice Principal at Arrowview Elementary School and who was a representative on the planning committee for the event, reported that the debrief was positive with the event being a great success with participation from across Vancouver Island. The student panel of that planning committee received the highest feedback and was seen as very impactful, and the committee was very impressed with 3 of the district's own grade 6 students from Arrowview Elementary who also helped with the planning.

One of the insights the panel had to share was that all of the students talked about how important teachers are in making a difference in shifting the mindsets in schools, in particular when they model using diverse pronouns with students. Students' advice was have more informal everyday conversations about anything SOGI related – showing, honoring and normalizing diversity in the classroom.

- Highlights of the results of the Foundation Skills Assessments were presented which showed how students are doing provincially in grades 4 and 7 in reading, writing and numeracy skills. Participation rates were below normal and many did not participate due to exemptions, absences and Home Support. There were 24 members of the scoring teams who had identified some themes in areas of strength and areas for growth of each grade in the different skills being assessed. That information has been shared with the school administrators who are using the information in their planning.

13. EDUCATION COMMITTEE OF THE WHOLE REPORT

Trustee Godfrey referred to the report provided in the agenda package.

a. 2021-2022 School Fees

Trustees discussed the value of surveying families to determine how much of a financial hardship it might be, especially for families with more than one child, to purchase school supplies. Trustees also wondered if families are aware that there is financial support from schools if they find themselves in place of hardship. It was noted that board policy states that no child will left behind due to a lack of finances.

21-47R

Moved: Trustee Godfrey *Seconded:* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) approve the 2021-2022 School Fees as presented.

CARRIED UNANIMOUSLY

b. For Discussion - Ballenas Field Trip to Europe in March 2022

Trustees discussed the proposed field trip which had been held in abeyance for final reading due to the pandemic. The board then reviewed the education component, and while they felt that had been addressed by staff and students at the Education Committee of the Whole meeting, it was suggested that students could be provided with cultural exposure through local multicultural clubs. There was also further discussion warranted regarding the climate impact of the trip as board policy sets out that the learning experience must also be centred around the climate impact of the field trip and this trip would have a large impact.

Shannon Confortin, Educator in Charge, was asked to speak further to the proposed trip. She noted that the policy was vague in providing clear direction as to what climate offsets the board would require; however, she outlined some of the initiatives students are involved with to fundraise and repurpose and/or donate clothing and household goods to those in need. Students are willing to do what they need to do for offset the carbon emissions of this type of trip.

Trustees requested that, if approved, there be a report back to the board as to what students will be doing or have done to mitigate the affect on the climate within

the district’s community and that it not be to pay additional fees to EF tours to plant trees. They also wished the students to have that deep ethical discussion about climate impacts.

It was further noted that as the policy was found to be somewhat vague, that it could be reviewed at the policy committee of the whole to clarify the board’s expectations for staff and students.

21-48R

Moved: Trustee Godfrey *Seconded:* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) give final approval for a Ballenas Secondary School student trip to Europe in March 2022.

CARRIED

Trustee Austin voted against the motion

14. POLICY COMMITTEE OF THE WHOLE REPORT

- a. **Board Policy 600: Personnel**
(Previously Administrative Procedures Only)

21-49R

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 600: *Personnel* at its Regular Board Meeting of May 25, 2021.

CARRIED UNANIMOUSLY

- b. **Board Policy 504: Copyright**
(Previously Administrative Procedures Only)

21-50R

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 504: *Copyright* at its Regular Board Meeting of May 25, 2021.

CARRIED UNANIMOUSLY

- c. **Board Policy 501: Acceptable Use of Technology (AUP)**

21-51R

Moved: Trustee Young *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 501: *Acceptable Use of Technology* and its attendant administrative procedures at its Regular Board Meeting of May 25, 2021.

CARRIED UNANIMOUSLY

15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

- a. **2020 Climate Change Accountability Report (CCAR)**

Trustee Flynn stated that this is not a climate action review; this is a requirement by government that districts submit this report annually.

Secretary Treasurer Amos highlighted that the district continues to work on the boilers and the solar work through local money or ministry capital funds and that the district had received an electric bus on May 24th.

21-52R

Moved: Trustee Flynn *Seconded:* Trustee Austin
THAT the Board of Education of School District No. 69 (Qualicum) receive the 2020 Climate Change Accountability Report as presented.
 CARRIED UNANIMOUSLY

b. Capital Plan Bylaw No. 2021/2022-CPSD69-01

21-53R

Moved: Trustee Flynn *Seconded:* Trustee Godfrey
THAT the Board of Education of School District 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2021/2022-CPSD69-01 at its Regular Board Meeting of May 25, 2021.
 CARRIED UNANIMOUSLY

21-54R

Moved: Trustee Flynn *Seconded:* Trustee Godfrey
THAT the Board of Education of School District 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2021/2022-CPSD69-01 at its Regular Board Meeting of May 25, 2021.
 CARRIED UNANIMOUSLY

21-55R

Moved: Trustee Flynn *Seconded:* Trustee Godfrey
THAT the Board of Education of School District 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2021/2022-CPSD69-01 at its Regular Board Meeting of May 25, 2021.
 CARRIED UNANIMOUSLY

21-56R

Moved: Trustee Flynn *Seconded:* Trustee Godfrey
THAT the Board of Education of School District 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Capital Project Bylaw No. 2021/22-CPSD69-01 at its Regular Board Meeting of May 25, 2021.
 CARRIED UNANIMOUSLY

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

No Reports

17. TRUSTEE ITEMS

a. Climate Action Task Force

Trustee Austin announced that a CATForce Meeting was scheduled for Wednesday, June 2 at 3:30. She will be sending out the zoom link and agenda on May 26th. Students are invited and encouraged to attend.

b. Social Justice Working Group

Trustee Young reported that the working group would be holding its next meeting on Tuesday, June 1, at 8:30 a.m. and participation by staff, students and parents

is encouraged. The group will be establishing a working definition and then look at where we have been by the using spiral of inquiry to start gathering information.

c. Working Group on the Codes of Conduct

Trustee Godfrey followed up on the information provided by Associate Superintendent Wilson regarding the School Codes of Conduct and a motion made in September 2020 to create a Codes of Conduct Working Group. At the time it was felt that there was a lot of copy/paste each year. However, while the Education Committee of the Whole did not have the time to discuss the topic at its May meeting, the review forms did show some of the work that is being done as well as how parents and students are participating in the creation of the documents.

Trustee Austin encouraged all schools to involve students in the creating/revising of their School Codes of Conduct.

18. NEW OR UNFINISHED BUSINESS

None

19. BOARD CORRESPONDENCE AND MEDIA

20. PUBLIC QUESTION PERIOD

None

21. ADJOURNMENT

Trustee Godfrey moved to adjourn the meeting at 7:24 p.m.

CHAIRPERSON

SECRETARY TREASURER



IN-CAMERA MEETING

SECTION 72 REPORT
MAY 25, 2021

ATTENDEES:

Trustees

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Elaine Young	Trustee
Laura Godfrey	Trustee
Barry Kurland	Trustee

Administration

Dr. Keven Eider	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent

The Board of Education discussed the following topics:

- Labour Relations/Personnel
- Legal
- Property
- Board of Education Scholarships

The Board of Education pass motions on the following topic:

- Board of Education Scholarships

Chairperson

Secretary Treasurer

NEWS RELEASE

For Immediate Release
2021CFD0038-001127
June 10, 2021

Ministry of Children and Family Development
Ministry of Health
Ministry of Education

More licensed child care options coming to B.C. families

VICTORIA – Families will have new options for child care on school grounds and through recreation-based programs, thanks to recent changes to the Province’s Child Care Licensing Regulation.

“Giving families better access to quality, licensed child care is a key part of our Childcare BC plan for inclusive, universal child care,” said Katrina Chen, Minister of State for Child Care. “For too long there were barriers to creating child care spaces on school grounds. Last year’s changes to the School Act combined with these regulation improvements will enable more child care programs to be offered on school grounds and through local recreation programs, making pickups and drop-offs easier for parents and giving kids a safe place to go after school.”

To support access to quality child care, the Province is creating two new licensing categories in the regulations: school-age care on school grounds and recreational care.

“This is good news for people around B.C. who are seeking child care supports,” said Adrian Dix, Minister of Health. “Our government is taking strong action to provide assistance to families who need child care and these changes by the Ministry of Health, in partnership with the Ministry of Education and Ministry of Children and Family Development, will go a long way in helping both those with children and those places that offer child care programs.”

Child care providers operating licensed child care under the new School Age Care on School Grounds category will be exempt from requirements related to minimum amount of usable floor space, washroom facilities and outdoor play areas because schools are already designed to be safe for children.

This new category builds on the changes government made to the School Act that require school boards to prioritize space that is not being used for K-12 students for child care and encourage school boards to adopt an inclusive child care policy. The changes to the act and to the regulation better support school districts and partners to directly provide before- and after-school care on school grounds.

“Bringing child care and education together is a significant step in our plan to create a universal, integrated and inclusive early care and learning system here in B.C.,” said Jennifer Whiteside, Minister of Education. “That’s why we are giving school districts the supports they need to increase capacity and play a stronger and more seamless role in providing child care services.”

The second change to the Child Care Licensing Regulation includes the introduction of a new Recreational Care licence category that will enable flexible drop-in and after-school recreation

care programs. Recreational care is for after-school drop-in programs run by organizations like the Boys and Girls Club, the United Way and the YMCA. Providers licensed under this new category will have fewer physical space and programming restrictions.

Quotes:

Jennifer Blatherwick, chair, Tri-Cities Task Force on Child Care –

“Improving access to quality, affordable and inclusive child care is key to supporting families in growing communities. The Coquitlam School District-led Tri-Cities Task Force identified the licensing of child care spaces in schools as a significant barrier to creating new spaces and are pleased to see the new School Age Care on School Grounds licensing category. This category will make it easier for school boards to use school facilities, which are already designed to meet the needs of children, to participate in providing before- and after-school care in our communities.”

Carolyn Tuckwell, CEO, Boys and Girls Club of South Coast BC –

“We are very pleased with this new category of recreational care. It will support our efforts to both continue and expand our delivery of safe, high-quality, high-impact after-school programs to thousands of children and families across south-coast B.C.”

Quick Facts:

- Licensing for child care facilities is administered under the Community Care and Assisted Living Act.
- The act and the Child Care Licensing Regulation establish the minimum health and safety requirements for licensed child care providers.
- The School Age Care on School Grounds category aligns licensing regulations for school-aged children with the safety protocols that school districts already have in place.

Contacts:

Ministry of Children and Family Development	Ministry of Health
Government Communications and Public Engagement	Communications
778 587-3237	250 952-1887 (media line)

Ministry of Education
Government Communications and Public Engagement
250 356-5963

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NEWS RELEASE

For Immediate Release
2021EDUC0044-001180
June 17, 2021

Ministry of Education

Recovery Plan investment supports safe K-12 return

VICTORIA – Students, families, teachers and staff should plan for a near-normal return to school in September.

The Province is providing \$43.6 million to support ongoing health and safety measures, First Nations and Métis students, mental health services, rapid response teams and to address learning impacts to students.

“B.C. is one of the few jurisdictions that has kept schools open all year despite the pandemic, thanks to the enormous collective efforts of everyone in the K-12 education system, and I extend my heartfelt thanks to them all,” said Jennifer Whiteside, Minister of Education. “We will continue to work with the experts in the provincial health office and our provincial K-12 education steering committee throughout the summer to finalize plans and guidelines to ensure students and staff are safe for the next school year.”

Throughout the 2020-21 school year, educators, staff and administrators have worked tirelessly to adapt to the challenges of the pandemic and support the health, well-being and learning of students, while parents and families have been flexible and adaptable to meet the needs of their children.

As part of the return to school in September 2021, students can expect to learn in classrooms full time. Similar to any other school year, online learning programs will remain available for students.

Of the \$43.6 million, there are \$25.6 million in new one-time, pandemic-specific funding to support necessary cleaning and disinfecting, hand hygiene for students and staff, improve ventilation and restock supplies of personal protection equipment (PPE). This funding will also strengthen the commitments to First Nations and Métis students and provide more mental health supports for students and staff.

Plus, money will be available to address learning impacts from the pandemic. Earlier this year, the ministry advised school districts that \$5.9 million was available to be allocated to address learning impacts. Today, an additional \$12.1 million are provided from the remaining 2020-21 school year operating grant.

Breakdown of the \$25.6 million in new one-time funding:

- \$14.4 million for health and safety, cleaning and supplies
- \$5 million to support First Nations students and build capacity within First Nations Education Steering Committee and Métis Nation BC
- \$5 million for mental health services

- \$1.2 million for independent schools

Based on guidance from the Office of the Provincial Health Officer, students will no longer be grouped into cohorts this September. Research has shown schools were not significant sources of COVID-19 transmission, and with high vaccination rates throughout B.C., these measures will no longer be necessary. This will allow normal timetabling. Should the current encouraging progress continue, it is anticipated the restrictions on gatherings, extracurricular activities and sports will no longer be required when the new school year begins.

Guidance on wearing masks in school settings will be confirmed later this summer and in alignment with broader provincial direction for the fall and winter. Students will continue to be required to complete daily health checks, stay home when feeling sick and practise diligent hand hygiene. Public health teams and school health officers will continue to closely monitor cases of COVID-19 in schools and the community, and will continue to provide support and guidance as schools return in the fall.

“This was a very different school year for everyone, and school communities have done an exemplary job adapting to the challenges we all faced,” said Dr. Bonnie Henry, B.C.’s provincial health officer. “Now, as we transition to a new phase and continue with immunizations throughout the province, students and educators can look forward to returning to a school environment that will be much closer to what they are accustomed to.”

The Province expects all eligible British Columbians will have been offered both vaccination doses by September, pending vaccine availability. More than 50% of kids aged 12 to 17 years old in B.C. have received their first vaccine dose.

Rapid response teams, which have been in place since February in each of the five health authority regions, will continue in the fall. The teams will focus on supporting recovery efforts in schools through a focus on academic, socio-emotional and mental health. They will also continue to provide streamlined communications at the local level to share information, support consistent practice of, and update where necessary, the K-12 health and safety guidelines.

“Boards of education across the province have worked hard in every community over the past year to ensure students were able to spend as much time as possible in school. We are thankful that the Province chose to prioritize the well-being of our children and youth by keeping B.C. schools open for in-person learning,” said Stephanie Higginson, president, BC School Trustees Association. “The funding announced today will help districts make sure our learners can continue to access the educational programs and services families and communities expect from our public school system. We look forward to starting a new school year in September with renewed hope and optimism.”

The provincial K-12 education steering committee – made up of educators, parents, support workers, school leaders, trustees, representatives from the First Nations Education Steering Committee (FNESC) and Métis Nation BC, and public health experts – will continue to work with the ministry and the BC Centre for Disease Control (BCCDC) in the summer to review and finalize school safety plans for the fall. It is expected the current guidelines used in schools over the past year will be replaced by updated guidelines in August 2021.

“Today’s announcement is an important step in recognizing the fundamental role of First

Nations in supporting the educational success of First Nations students,” said Tyrone McNeil, president, FNEC. “This funding will assist First Nations in addressing the impacts of the pandemic experienced by First Nations learners. We appreciate the ministry’s commitment to working with FNEC and B.C. First Nations as we recover from these challenging circumstances.”

Andrea Sinclair, president, BC Confederation of Parent Advisory Councils, said: “This school year has been challenging for us all. We relied on evidence and health and safety plans and together we kept schools open. We have represented parents and families on the K-12 steering and restart committees and influenced decisions and policies. I am impressed at how hard parents, educators, support staff and health-care professionals worked as teams to ensure schools remained open and safe. Our education partners have shown tremendous knowledge and dedication to overcoming adversity, and I am confident that our school system can overcome any future challenges while meeting the educational needs of our children.”

Quick Facts:

- There are approximately 1,900 K-12 schools in B.C. To date, 40 schools have closed temporarily for a short period of time during this school year, which has resulted in schools being open and safe 99.998% of total school days.
- Two studies conducted by health authorities during the 2020-21 school year found:
 - in Vancouver Coastal Health, 92% of school-associated cases of COVID-19 were acquired from outside of the school environment; and
 - in Fraser Health, 87% of school-associated cases were acquired through community/household transmission, not from the school setting.

Learn More:

B.C. COVID-19 Safe Schools website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-safe-schools>

Good News in Education stories from the K-12 system:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-safe-schools/good-news>

BCCDC Outlook for September: http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Schools_Outlook.pdf

Contact:

Ministry of Education
Government Communications and Public
Engagement
250 356-5963

Connect with the Province of B.C. at: news.gov.bc.ca/connect



Board and Trustee Representative Committee Report

SD69 QUALICUM

Trustee Representative: R. Elaine Young
Committee Name: Early Years Coalition
Meeting Location: Zoom
Meeting Time: Noon, June 3, 2021

Mission Statement:

The Early Years Coalition focuses on encouraging healthy relationships with families, with each other, and with community as it relates to the importance of early learning and successful development for young children.

Our Vision:

Thriving children, families and community

Our Goals:

- 1. Community Collaboration and Engagement*
- 2. Decrease SD69 EDI Reported Vulnerabilities*

In Attendance (Agency list):

SOS; Parent support services; PacificCARE; PacificSport- Vancouver Island; Oceanside Health and Wellness Network, Oceanside Building Learning Together; Technology Learning Centre; School District 69; Regional District of Nanaimo (RDN) – Recreation and Parks; Ministry of Children and Family Development (MCFD); Métis Family Connections; Snaw-Naw-As Childcare; and Arrowsmith Recreation (ACRA)

Indigenous Acknowledgment:

Moment of silence for the children who did not survive the residential school system.

First 2000 Days:

Notes have not been compiled from last meeting. Shared the “Every Door” card which provides resources information for children and youth in this area. Also www.feelingsfirst.ca

Childcare Update:

Announcement of childcare spaces. Includes childcare at Snaw-nas-as being doubled and will be started in the fall. School District sites at Errington and Arrowview are almost ready. ELCO now looking at municipal policies to support childcare.

Abuse Prevention:

Plan to protect school website for resources.

Storybook Village:

Hope to be open July 6 -August 12. Registration through the RDN, not drop-in. Community partners are invited to sign up for times.

Next Meeting Date:

Thursday, September 9, 2021

SCHOOL DISTRICT 69 (QUALICUM)

STATUS OF ACTION ITEMS

Action Item	Responsibility	Status	Proposed Deadline
<p>Commissioning of External Report re Carbon Emission Practices (March 9, 2021) THAT the Board of Education of School District 69 (Qualicum) ask staff to commission a report by an independent consultant to review our carbon emission practices and operations and create options for the board to consider as we move toward carbon reduction. The costing for this report would be obtained from the 2020/21 budget, and is not to exceed \$20,000</p>	<p>Secretary Treasurer/General Manager of Operations & Maintenance</p>	<p>Updated provided at April Finance & Operations Committee of the Whole Update as provided in the Finance & Operations Committee Report of June 14, 2021</p>	<p>TBD</p>
<p>Exploration of Community Schools Concept - December 15, 2020 THAT the Board of Education of School District 69 (Qualicum) requests staff to further explore the community school concept and to bring a report back to the Board through the Finance & Operations Committee before the end of this school year</p>	<p>Superintendent/ Secretary Treasurer</p>	<p>Report being drafted for presentation at the June 2021 Board Meeting</p>	<p>June 2021</p>
<p>Use of Common Space for Artwork - March 10, 2020 THAT the Board of Education of School District 69 (Qualicum) ask staff to work with Parksville Civic and Technology Centre partners to develop a plan and process to allow the display of wall art from SD69 students, VIU students and community members in the communal areas of the building; and, THAT this process may serve as a vehicle for installation art, be it temporary or permanent.</p>	<p>Senior Staff</p>	<p>Deferred due to COVID</p>	<p>TBD</p>
<p>Climate Action Symposium - December 17, 2019 THAT the Board of Education of School District 69 (Qualicum) support a task force initiative to host a Climate Action Symposium in the spring of 2020</p>	<p>Climate Action Task Force Members</p>	<p>Will depend on status of pandemic in 2021-2022</p>	<p>TBD</p>

CAPITAL BYLAW NO. 2021/22-CPSD69-02
CAPITAL PLAN 2021/22

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 69 (Qualicum) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2021/22 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated June 9, 2021 is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 69 (Qualicum) Capital Bylaw No. 2021/22-CPSD69-02.

READ A FIRST TIME THE 22nd DAY OF *JUNE 2021*
READ A SECOND TIME THE 22nd DAY OF *JUNE 2021*
READ A THIRD TIME, PASSED THE 22nd DAY OF *JUNE 2021*.

CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District 69 (Qualicum) Capital Bylaw No. 2021/22-CPSD69-02 adopted by the Board the 22nd day of June 2021.

Secretary-Treasurer



SUPERINTENDENT OF SCHOOLS

Briefing Note

Date: June 22, 2021
To: Board of Education
From: Dr. Keven Elder, Superintendent of Schools
cc: Gillian Wilson, Associate Superintendent
RE: Framework for Enhancing Student Learning (FESL)

As is now well known to the Board, the Ministry of Education requires each school district to prepare and submit to the Ministry by September 30 of each year a report in keeping with *Ministerial Order M302/20 Enhancing Student Learning Reporting Order*. A full overview of the "FESL" requirement is found in the Framework for District Strategic Planning as received and endorsed by the Board at its public meeting of May 25, 2021.

In short, the Board is required to collate Ministry data and reproduce those data in a format that shows trends over time in the following areas:

- Grade 4 Literacy
- Grade 7 Literacy
- Grade 4 Numeracy
- Grade 7 Numeracy
- Grade to Grade Transition
- Students Feeling Welcome, Sense of Belonging and Safe
- Students Having Two or More Adults Who Care
- Dogwood Graduation Within Five Years of Grade 8
- Transition to Post-Secondary

Each of these Ministry data sets is to be extracted and published with district-wide data as well as with subsets of Indigenous all, Indigenous on reserve, Indigenous off reserve, children with unique (special) needs and children in care.

Our work to date on this report, required for the first time in 2021, has included extracting the data in tabular and graph form, and preparing preliminary comments in relation to each of those data sets. Further work on this report will be done in the coming weeks and in early September, with the final draft report coming to the Board through its public meeting of September 2021.

For now, we have extracted a portion of the draft report and provided it here for information as part of the Board's June 2021 public meeting.

Submitted with respect,

Keven

Dr. Keven Elder
Superintendent of Schools

**School District 69 Qualicum
Ministry of Education Report
Framework for Enhancing Student Learning (FESL)**

September 2021

Context

This FESL document flows from the requirements of the Ministry of Education Enhancing Student Learning Reporting Order [M302](#). The Order links to Ministry [policy](#) which dictates that all BC school districts are to prepare and submit to the Minister between June 30 and September 30 a report that includes all district level data from provincial assessments and other indicators related to human, social and career development.

Included in these data are subsets of data for students of Indigenous ancestry (on reserve and off reserve), children in care and children with unique needs. Note that throughout the document results are **masked** for privacy reasons (per government policy) where there are 10 or fewer participants in the data set.

The data for this report were extracted from the Ministry of Education Sharepoint site using data reports that were set up for this purpose. Information on these data is also available to the public via the Ministry of Education website, including in regard to the Foundation Skills Assessment ([FSA](#)) and the BC Student Learning [Survey](#).

Link to Ongoing Planning for Enhancing Student Learning

School District 69 has a long-standing commitment to system-wide collaboration in support of strategic approaches to enhancing student learning. The Board's current strategic learning [plan](#) captures a range of strategies in support of the key strategic priorities of: (1) student-centered learning; (2) quality teaching and leadership; and, (3) social-emotional learning.

Ongoing work in these domains is echoed annually in school level collaborative planning that leads to Enhancing Student Learning documents being received by the Board, and complements the goals of the district's First Nations, Metis and Inuit Education Enhancement [Agreement](#).

All district strategic planning (including all learning and operational domains) is captured in the Board's Framework for District Strategic Planning, adopted by the Board in June 2021. Within that framework, all educational and operational strategic plans are documented in alignment with the Board's declared strategic priorities as listed above.

Framework Report

This report includes the following. Critical to the utility of this report, beyond the data as represented in charts and graphs, are the analytical *comments* that follow each related set of data. Those comments include lessons learned from provincial and local data, and plans that emerged from those lessons.

A. Intellectual Development.....	3
Outcome 1: Literacy	3
1.1 Grade 4 and Grade 7 Literacy.....	3
1.1.1 Grade 4 Reading (FSA)	3
1.1.2 Grade 4 Writing (FSA)	3
1.1.3 Grade 7 Reading (FSA)	4
1.1.4 Grade 7 Writing (FSA)	5
<i>Comments on Grade 4 and 7 Literacy</i>	6
1.2 Grade 10 Literacy	7
1.2.1 Grade 10 Reading (Provincial Assessment).....	7
<i>Comments on Grade 10 Literacy</i>	8
Outcome 2: Numeracy and Grade to Grade Transitions	8
2.1 Grade 4 and Grade 7 Numeracy.....	8
2.1.1 Grade 4 Numeracy (FSA).....	8
2.1.2 Grade 7 Numeracy (FSA).....	9
<i>Comments on Grade 4 and 7 Numeracy</i>	10
2.2 Grade 10 Numeracy.....	11
2.2.1 Grade 10 Numeracy (Provincial Assessment).....	11
<i>Comments on Grade 10 Numeracy</i>	12
2.3 Grade to Grade Transitions	12
2.3.1 Grade to Grade Transitions 9-10, 10-11, 11-12	12
<i>Comments on Grade to Grade Transitions</i>	13
B. Human and Social Development.....	13
Outcome 3: Welcome, Sense of Belonging, Safe, Adults Who Care	13
3.1 Feel Welcome, Sense of Belonging, Safe.....	13
3.1.1 Feel Welcome	13
3.1.2 Feel a Sense of Belonging	14
3.1.3 Feel Safe.....	15
<i>Comments on Feeling Welcome, Safe and Belonging</i>	15
3.2 Adults Who Care.....	16
3.2.1 Two or More Adults Who Care	16
<i>Comments on Feeling Welcome, Safe and Belonging</i>	16
C. Career Development	17
Outcome 4: Dogwood Completion	17
4.1 Dogwood Graduation	17
4.1.1 5-Year Dogwood Completion.....	17
<i>Comments on 5-Year Dogwood Completion</i>	18
Outcome 5: Transition to Post-Secondary	18
5.1 Transition to Post-Secondary	18
5.1.1 Transition to BC Post-Secondary Within One Year	18
5.1.2 Transition to BC Post-Secondary Within Three Years.....	19
<i>Comments on Transition to Post-Secondary</i>	20

A. Intellectual Development

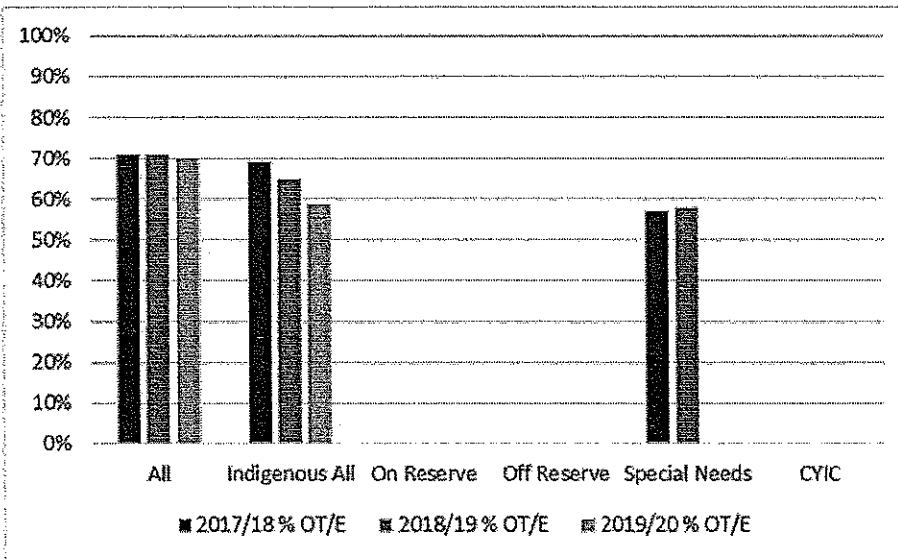
Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level.

Measure 1.1

Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.

1.1.1 GRADE 4 READING (FSA)

	2017/18			2018/19			2019/20		
	% OT/E	OT/E	writers	% OT/E	OT/E	writers	% OT/E	OT/E	writers
All	71%	209	296	71%	190	267	70%	178	253
Indigenous All	69%	24	35	65%	17	26	59%	16	27
On Reserve	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked
Off Reserve	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked
Special Needs	57%	8	14	58%	7	12	Masked	Masked	Masked
CYIC	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked



**Provincial Data
2019/20 (SD69)**

All: 75% (70)

Indig All: 61% (59)

On Reserve: 42% (M)

Off Reserve: 65% (M)

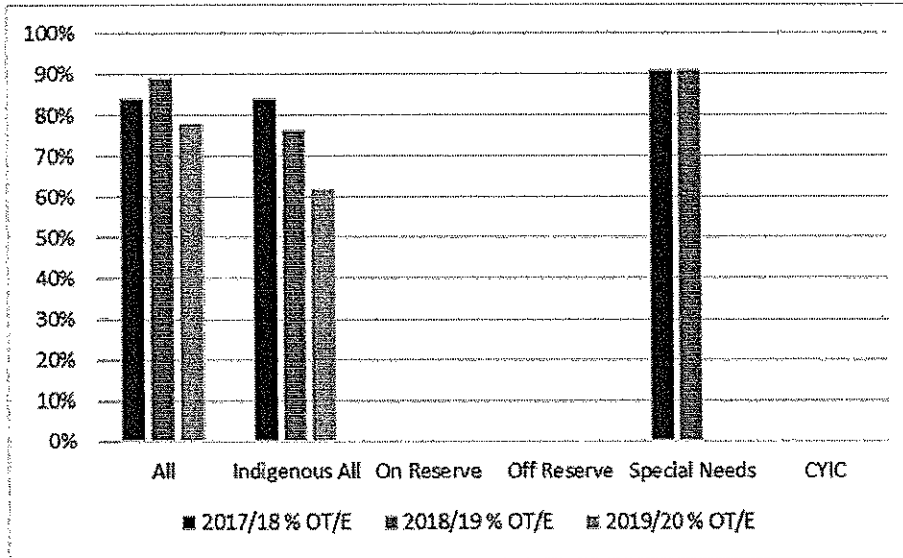
Special Needs: 64% (M)

In Care: 52% (M)

1.1.2 GRADE 4 WRITING (FSA)

	2017/18			2018/19			2019/20		
	% OT/E	OT/E	writers	% OT/E	OT/E	writers	% OT/E	OT/E	writers
All	84%	229	274	89%	216	243	78%	185	236

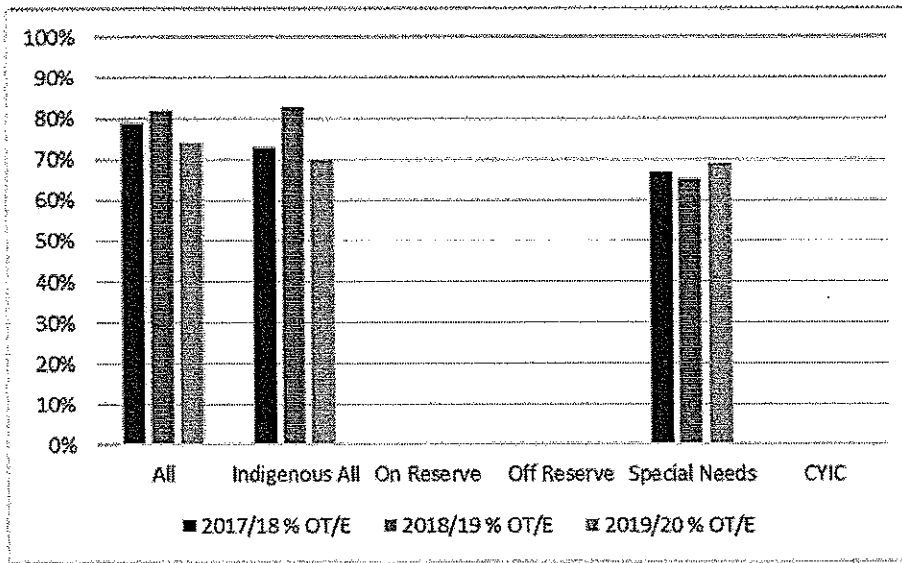
Indigenous All	84%	27	32	76%	16	21	62%	16	26
On Reserve	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked
Off Reserve	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked
Special Needs	91%	10	11	91%	10	11	Masked	Masked	Masked
CYIC	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked



Provincial Data 2019/20 (SD69)
All: 84% (78)
Indig All: 71% (62)
On Reserve: 57% (M)
Off Reserve: 73% (M)
Special Needs: 73% (M)
In Care: 72% (M)

1.1.3 GRADE 7 READING (FSA)

	2017/18			2018/19			2019/20		
	% OT/E	OT/E	writers	% OT/E	OT/E	writers	% OT/E	OT/E	writers
All	79%	224	284	82%	226	277	74%	221	297
Indigenous All	73%	27	37	83%	29	35	70%	23	33
On Reserve	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked
Off Reserve	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked
Special Needs	67%	20	30	65%	17	26	69%	25	36
CYIC	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked



Provincial Data 2019/20 (SD69)

All: 77% (74)

Indig All: 60% (70)

On Reserve: 44% (M)

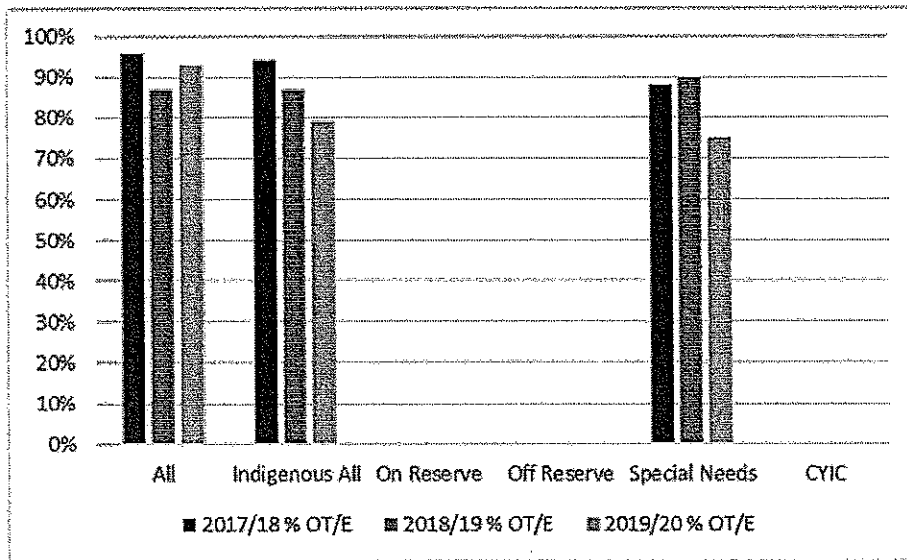
Off Reserve: 64% (M)

Special Needs: 57% (69)

In Care: M (M)

1.1.4 GRADE 7 WRITING (FSA)

	2017/18			2018/19			2019/20		
	% OT/E	OT/E	writers	% OT/E	OT/E	writers	% OT/E	OT/E	writers
All	96%	259	269	87%	229	263	93%	267	288
Indigenous All	94%	31	33	87%	26	30	79%	26	33
On Reserve	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked
Off Reserve	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked
Special Needs	88%	22	25	90%	19	21	75%	24	32
CYIC	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked	Masked



Provincial Data 2019/20 (SD69)

All: 88% (93)

Indig All: 79% (79)

On Reserve: 71% (M)

Off Reserve: 81% (M)

Special Needs: 75% (75)

In Care: 67% (M)

Comments on Grade 4 and 7 Literacy

- Lessons learned from this data set:
 - Pending . . .
- Lessons learned from 2021 FSA data:
 - Grade 4 Writing
 - Strengths
 - Students seemed excited about the topics
 - Structure for most students
 - Strong spelling
 - Areas for Growth
 - Sentence structure for some students
 - Elaboration with details to address list-like facts/events
 - Vocabulary
 - Going deeper, connecting to emotions, expressing voice
 - Grade 7 Writing
 - Strengths
 - Relevant responses from most students
 - Sentence structure
 - Creative topics and personality in voice
 - Elaborated writing from many students/length
 - Good spelling
 - Areas for Growth
 - Organizing ideas and paragraphing; tendency toward list-like writing
 - Introductions and conclusions
 - Too much repetition
 - Work on more sophisticated vocabulary

- Developing ideas
 - Grade 4 Reading
 - Strengths
 - Summarizing the story
 - Including evidence from text to support responses
 - Areas for Growth
 - Fully understanding the question
 - Elaboration of thinking
 - Using specific/relevant examples to respond and infer
 - Connections
 - Grade 7 Reading
 - Strengths
 - Summarizing
 - Including evidence from text to support responses
 - Identifying themes
 - Strong opinions – voice
 - Reading comprehension
 - Areas for Growth
 - Making inferences
 - Fully explaining to tie together ideas and supporting evidence from the text
 - Form
- Strategies emerging from evidence including provincial measures:
 - Support reading teams looking at cohort data including FSA and local measures.
 - Broaden exposure to and system-wide implementation of Universal Design for Learning.
 - Maintain focus on support for practices that support teaching for diversity.
 - Support grade 7 literacy teams working with grade 8 teacher teams in support of positive transitions from elementary to secondary grades.
- Next steps:
 - Maintain focus on high quality locally developed reading and writing assessments for all grade levels.
 - Build a more robust process for collaborative dialogue about student results in commonly administered locally developed assessments.
 - Extend the learning rounds with support of the Director of Instruction.
 - Continue development of balanced literacy programs at secondary schools.



SUPERINTENDENT OF SCHOOLS

Briefing Note

Date: June 22, 2021
To: Board of Education
From: Dr. Keven Elder, Superintendent of Schools
RE: Community Schools – Options for School District 69 (Qualicum)

Background:

As part of the public meeting of November 24, 2020, the Board of Education welcomed a delegation of community members including Bill Preston, Chair of the BC Community Schools Advisory Committee (and past School District 69 Trustee) and Sukh Shergill, Contractor, Business Intelligence and Strategy, United Way Lower Mainland. Their presentation, entitled *BC Community Schools Advisory Committee*, provided the Board with information on the growth of community schools initiatives in the lower mainland, with staffing and programming supported by grants from the United Way. Subsequent to the presentation, the Board passed the following motion:

THAT the Board of Education of School District 69 (Qualicum) requests staff to further explore the community school concept and to bring a report back to the board through the Finance & Operations Committee before the end of this school year.

History and Context:

The Coalition for Community Schools out of Washington, DC, describes community schools this way:

A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement lead to improved student learning, stronger families and healthier communities. Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities.

A current leader in the community schools movement, School District 41 Burnaby, says this:

A community school takes one of the largest and most under-utilized public facilities, the public school, and increases its investment by keeping it open evenings, weekends and during the summer for community activities. Through multi-ministry funding and non-profit partnerships, community schools address the needs of all age groups, with programs for preschoolers, after school care, and adult education and recreation. The expanded mandate of the educational system in recent years has strengthened the potential of community schools in BC.

Community schools provide effective settings to implement early childhood development programs and prevention-based programs for youth and families. Extensive research, much of it from BC studies, shows overwhelming economic and social returns to society that result from investing in prevention and integrating community services. Community schools provide a way for community residents, with or without children, to participate in the activities of their neighbourhood school. The variety of programs and services they offer helps to meet the specific educational, recreational and social needs of the area they serve.

The Association for Community Education in BC (ACEbc) says that:

Schools are natural centers for activity in neighbourhoods and public schools have always played a vital role in our communities . . . where people of all ages can access education, health services, recreation and culture for the purpose of promoting the well-being of children, families and the entire community.”

Designation of schools as “community schools” has taken many forms over the years in BC, including during the period of time when the Ministry of Education provided funding specifically for the creation of community based program using staff hired for that purpose with Ministry funding. When that funding was discontinued, a number of school districts used the momentum gained through the funded period to retain the designation for a number of community schools. Moving forward to today, many schools with the word community in their title continue to strive for continued engagement, leveraging ongoing connections to community without having staffing dedicated to the work. It appears, however, that where community schools are most successful is where funding has been found from other sources.

For School District 69, a supported partnership was created in 2004 with the Regional District of Nanaimo through the Arrowsmith Community Enhancement Society (ACES). At that time, and for a few years that followed, the ACES partnership provided staffing support for community programming at Errington Elementary School and French Creek Elementary School.

For other Vancouver Island districts, community school designations are tied to funded positions for bringing the community to the school. For the most part, those staffing resources come from CommunityLINK funds. CommunityLINK provides \$54.3 million in funding to all 60 school districts. School District 69s share is \$392,000. According to the BC government website, “Funding is designed to support the academic achievement and social functioning of vulnerable students. Programs and services can include breakfast, lunch and snack programs, academic supports, counseling, youth workers and after-school programs.”

As well, across the province, including on Vancouver Island, most new school construction has been supplemented by resources from local government (Town, City, Regional District) to create additional space as well as staffing for “Neighbourhood Learning Centres.” Those local partnerships have upsized buildings for more recreational and office space, with the community gaining preferential access through the NLC and joint use agreements, primarily for athletics, theatre or medical facilities.

Current Status of Community Schools on Vancouver Island:

A sampling of Island districts suggests the following in terms of community schools. Note that this list does not include schools that have been built over the past few years with, in some cases extensive, community partnerships for Neighbourhood Learning Centres. Examples include recreation and health facilities added to the construction of Royal Bay and Belmont Secondary Schools in School District 62, Oak Bay Secondary in School District 61, and both Royal Oak and North Saanich Middle Schools in School District 63, to name a few.

School District	Community Schools	Additional Staffing or Resources for Community Programming	Funding Source for Staff Coordination of Programs
61 Victoria	James Bay Community School Tillicum Community School Shoreline Community School Spectrum Community School	Yes , but only at Tillicum. The other school names are descriptive, not functional	CommunityLINK for Tillicum
62 Sooke	Edward Milne Community School	Yes , overseen by a local non-profit society	CommunityLINK
63 Saanich	None	NA	NA
64 Gulf Islands	Fulford Community School Galiano Community School	No, school name is descriptive, not functional	NA
68 Nanaimo Ladysmith	Some have retained the word in the school's title	No, school name is descriptive, not functional	NA
70 Pacific Rim (board policy)	Wickaninnish Community School Bamfield Community School Alberni District Secondary	Yes , overseen by a non-profit society based in Port Alberni and serving all local schools	CommunityLINK
71 Comox Valley (board policy)	Cumberland Community School Denman Island Community School Hornby Island Community School Lake Trail Community School Others not named, 10 schools in total in SD 71	Yes	CommunityLINK
79 Cowichan Valley	One school	No, school name is descriptive, not functional	NA
84 Island West	None	NA	NA

United Way Community School Partnerships:

As the Board heard in the presentation of November 2020, community school partnerships in the Metro Vancouver area have been created in partnership with the United Way. The United Way community schools program can be viewed at <https://www.uwlm.ca/communityschoolsbc/> with the partnerships described more fully in the document "Building Thriving Communities: Guide to Community Schools in BC, A Discussion Paper", viewable at <https://www.uwlm.ca/wp-content/uploads/2020/02/Guide-to-Community-Schools-in-BC.pdf>.

In the lower mainland, according to ACEbc, "Today, the BC Community Schools Advisory Committee (est. 2019) with support from the United Way is building from ACEbc's commitment to community school development through advocacy, consultative services, resource development and on-going professional development in the field." As noted previously, the Chair of the BC Community Advisory Committee is long-time local community member and previous trustee Bill Preston, who is working actively with other community members and with Mr. Shergill of the United Way to promote community school funding and programming in our region.

Further to the November presentation, the Board of Education is in a position to consider opportunities for support from partner agencies, including the United Way, in exploring community school options for School District 69. The Board could also consider redeploying CommunityLINK funding to community school staffing, but that would only be advisable after not only a thorough canvassing of the need for and efficacy of embracing a community school initiative, but a thorough review of the potentially negative impact that redeploying CommunityLINK funding would have on the critical programs and services those funds now support.

Should the Board pursue this question further, according to ACEbc some models for community engagement in schools include:

1. District Model, where coordinators are school district employees assigned to an individual school or a hub of schools.
2. Community Engaged Schools, with no designated staffing, where school administration works with administrative staff of partner agencies to provide for community programming in schools (NOTE that this is currently in place, in various ways, through our school district).
3. Board Governed Model, where an advisory group or non-profit society work with the school district to source funds and determine programming for school based community access.
4. District/Municipality Model, where joint-use agreements are created to facilitate programming for community members or organizations within schools (NOTE that this also characterizes many of the community engagements that currently exist in our school district).

Considerations for School District 69:

There are currently mixed perceptions of the value of enhanced formal community school programming in the Oceanside region, as proposed to the Board in November. While there is little argument with the value that comes from thorough community involvement in schools, there is a sense that the creation of community schools funding for staffing as described above is somewhat of an answer in search of a question. That is to say that there is not a prevailing sense of need for more organizations and individuals to have enhanced access to school programs and facilities. That is at least in part because there is already a robust connection between schools and community organizations across the school district.

However, the Board has been presented with an opportunity. The United Way Lower Mainland has offered its support in at least a planning capacity, and the BC Community Schools Advisory Committee, arising out of ACEbc, is present and active in our local community. While the Board would be fully within its rights to determine that as we emerge from COVID times it would be inadvisable to burden school and district personnel with a major undertaking such as this might become, the Board may also be right to take gentle first steps in consideration of possibilities.

In considering possibilities, it is worth keeping in mind that the nine elements of community schools, as described in *Building Thriving Communities* referenced above, and already present to a large degree within our current partnerships, are:

1. Out-of-School Time Programs
2. Early Learning
3. Integrated Services (community agencies)
4. Youth Connections (out of school youth programming)
5. Supported and Enhanced Student Learning (community based learning)
6. Family Support Services
7. Community Engagement
8. Community and Continuing Education
9. Community Use of Facilities

Possible Next Steps:

In keeping with the documentation as described under United Way School Community Partnerships (above), the Board may wish to consider the following step-wise approach to determining whether or not any schools should be designated as community schools. If this approach is taken, I would suggest that the Board see each subsequent step as dependent on the step that precedes it.

For example, if Step 1 demonstrates that none of the schools and the communities they serve are fully committed to pursuing the idea, or do not see the opportunity as matching their current priorities or capacities, Step 2 would not be undertaken. If, on the other hand, the early work of the working group shows some potential gaps in community connections that might best be served by considering a community schools approach, the process would move forward.

- Step 1: Working Group. Direct senior staff to establish a small working group to review the extent to which community school practices are already in place in School District 69, and which opportunities, if any, there are to enhance community engagement through a "community schools" approach. NOTE that it may be advisable to defer this step until 2022/23 in order to be fully one year past the pressures that have come with the global pandemic.
- Step 2: Gap Analysis. Have the working group determine where there are opportunities for enhanced community engagement with or community access to School District 69 schools.
- Step 3: Determination of Options and Costs. Have the working group determine which options might be pursued to enhance community engagement, and at what costs (e.g. staffing).
- Step 4: Partnerships and Funding: Have the district reach out to potential partners, including within the BC Community Schools Advisory Committee, the Association for Community Education in BC, and the United Way, to determine if funded partnerships are available. Consider also the option of accessing CommunityLINK funding as is done in other Vancouver Island districts.
- Step 5: Secure Partnerships and Funding.
- Step 6: Launch Formal Community School Programming.

Recommendation:

Given all of the above, I offer the following as a draft motion for Board consideration:

THAT the Board of Education of School District 69 (Qualicum) direct senior staff to undertake *Step 1: Working Group* as described in the Superintendent's report to the Board dated June 22, 2021.

As noted in Step 1 above, it may be advisable to either defer this motion or reframe it as a notice of motion, either way in order to provide some time in the 2021/22 school year for the system to settle into its post-COVID norms without the pressure of one more major undertaking.

Submitted with respect,

Dr. Keven Elder
Superintendent of Schools





FRAMEWORK FOR ENHANCING STUDENT LEARNING

(Page 1 of 2)

Context:

The central goal and moral imperative of any school system is to support and enhance student learning for all. The Board of Education recognizes its **primary** responsibility to work **together** with education partners to enhance the learning and success for all students in School District 69 (Qualicum). To that end, and in response to the authority of the Minister of Education to require school districts to establish policies for planning, reporting and capacity building **at the school and district level, in accordance with the Ministry of Education Ministerial Order M302/20 Enhancing Student Learning Reporting Order and** through Sections 8.3 and 81 of the *School Act*, the Board of Education sets out a local framework for enhancing student learning.

Policy Statement:

The Board of Education is committed to ensuring the alignment of strategic plans, plans for enhancing student learning, effective management of budgets and resources, effective human resources and operations strategies, and capacity building for all staff through thoughtful, collaborative and planning in support of student learning and staff well-being.

Guiding Principles:

The Board of Education believes the following:

1. That learning is universal and should be respondent to individual needs and aspirations of each student.
2. Every student should have access to quality education that focuses on learning that is flexible and student-centred.
3. All students and staff deserve healthy and safe learning environments.
4. Students, staff and parents are partners with the Board of Education in enhancing student learning.
5. All students should have equitable access to any and all supports and resources necessary to create a supportive learning environment.
6. District planning and budgeting should align with priorities for enhancing student learning.
7. Planning for enhancing student learning should be part of a system-wide commitment to strategic planning across all elements of school district operations.
8. The focus on enhancing student learning should build from current and historical successes in district and school level planning for enhancing student learning including the ongoing focus on strategic priorities as adopted by the Board.
9. Annual completion of the required Ministry Enhancing Student Learning report should:
 - a. Be aligned with all Ministerial requirements as found in the Order.
 - b. Be grounded in the belief that all education partners are responsible for student learning, with each having unique responsibilities.
 - c. Bring a system-wide focus on student learning, to ensure each student in the district achieves the student's full potential.
 - d. Be designed to be meaningful, impactful, flexible, realistic, and sustainable.
 - e. Address differences in performance among particular groups of students, most notably students of Indigenous descent, children in care, and students with unique and diverse needs.
 - f. Be strength, support-, evidence-, and results-based.



FRAMEWORK FOR ENHANCING STUDENT LEARNING

(Page 2 of 2)

- g. Reflect a system-wide commitment to continuous improvement and life-long learning.
- h. Reflect local context including priorities as established in school and district Enhancing Student Learning reports.
- i. Use existing structures and build new ones as required to support provincial and local priorities for enhancing student learning.
- j. Build public confidence in our work as a District.

Guiding Principles:

~~This framework reflects a Board belief in public commitment by education partners to work together to continuously improve student learning in relation to intellectual, human, social and career development as outlined in *Statement of Education Policy Order (Mandate for the School System) OIC1280/89*. The framework seeks to align local practice with provincial K-12 accountability requirements and other ongoing transformation efforts (curriculum, assessment, reporting).~~

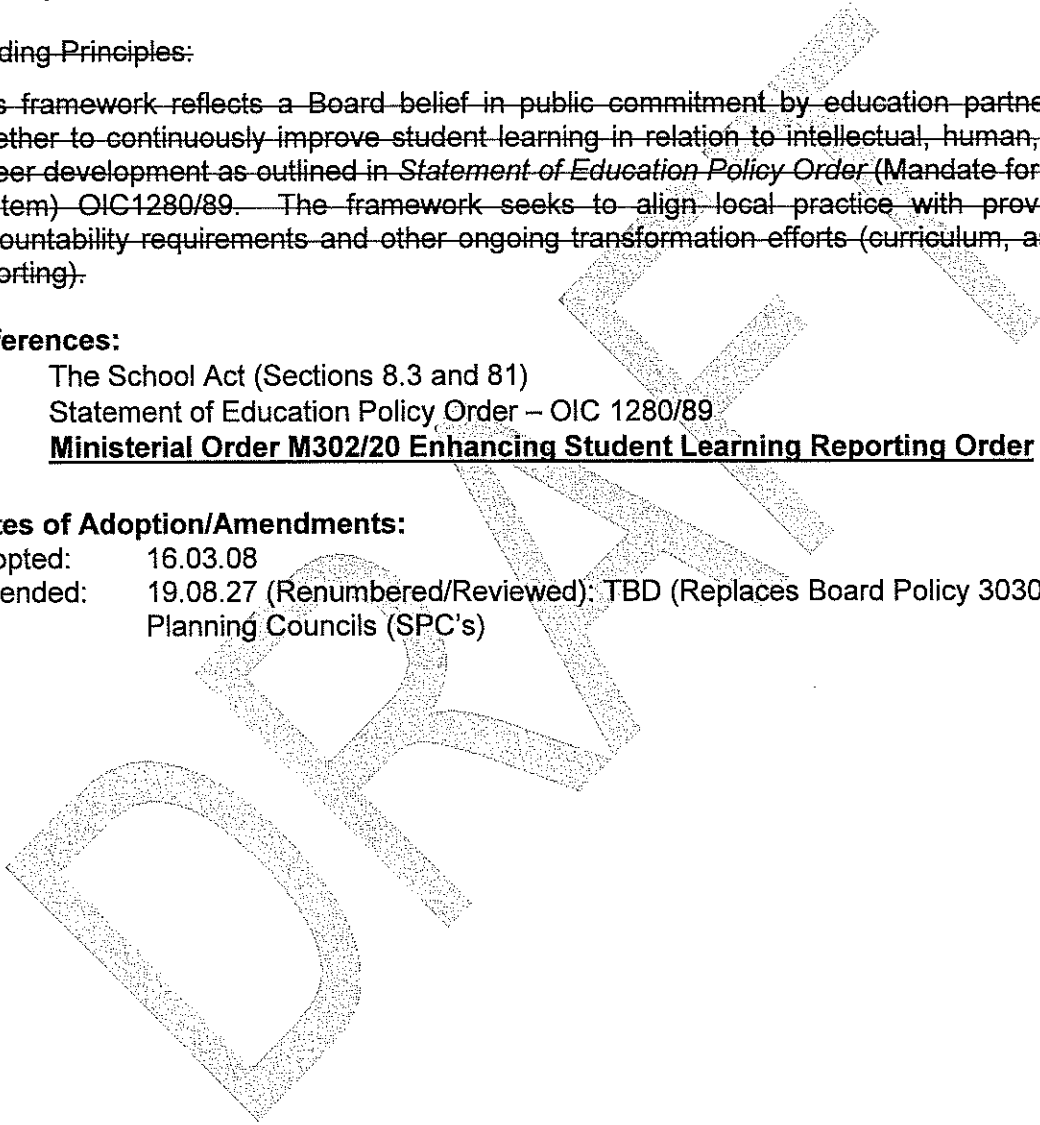
References:

- The School Act (Sections 8.3 and 81)
- Statement of Education Policy Order – OIC 1280/89
- **Ministerial Order M302/20 Enhancing Student Learning Reporting Order**

Dates of Adoption/Amendments:

Adopted: 16.03.08

Amended: 19.08.27 (Renumbered/Reviewed): TBD (Replaces Board Policy 3030: School Planning Councils (SPC's))





BOARD POLICY 3003 303 ADMINISTRATIVE PROCEDURES
FRAMEWORK FOR ENHANCING STUDENT LEARNING

Purpose:

These Administrative Procedures are intended to support the implementation of Policy 303: Enhancing Student Learning, and will provide the parameters for school- and district-level planning for enhancing student learning as well as preparation and submission of the document required within the Ministry of Education's Ministerial Order M302/20 Enhancing Student Learning Order.

Responsibilities:

1. School and Program Principals will:
 - a. Use district-approved procedures for development and ongoing monitoring of a school or program Enhancing Student Learning Plan (ESLP).
 - b. Collaborate with all staff throughout the year in determination of the school's or program's highest priorities within the context of the district ESLP template, as well as within the unique contexts and priorities of the school or program at the time of development or renewal of the ESLP.
 - c. Develop a draft of a revised ESLP to share with district senior staff during visits to the school or program every spring.
 - d. Prepare a final ESLP draft for all staff and for parent representatives for sign-off and submission to the district prior to May 15 every year.
 - e. Engage in ESLP review discussions with senior staff every fall and throughout the year as is helpful for the school.
2. The Superintendent of Schools and Senior Staff will:
 - a. Work with Principals and Vice-Principals in support of school- or program-based ESLP processes as described above.
 - b. Establish and maintain collaborative processes within the district to ensure that district-wide strategic priorities for student learning are current in terms of the needs of all learners.
 - c. Maintain and refresh the district's strategic priorities for enhancing student learning within Board-approved strategic planning processes. That will include renewing the Board's strategic plan for enhancing student learning within the Board's five-year planning cycle (2019, 2024, etc.).
 - d. Ensure that the Board-adopted strategic priorities for enhancing student learning are central components of all district educational planning and school-based ESLP processes.
 - e. Ensure that the Board-adopted strategic priorities for enhancing student learning are central components of all district financial and operational planning.
 - f. Complete all annual planning in accordance with requirements of the Ministerial Order M302 – Framework for Enhancing Student Learning.



Procedures:

1. District Planning for Enhancing Student Learning

- a. Senior staff will be responsible for maintaining and renewing the district strategic plan for enhancing student learning, most importantly the strategic priorities for enhancing student learning.
- b. Senior staff will bring a strategic planning lens to all district and school planning for enhancing student learning, meaning a focus on:
 - i. What matters most?
 - ii. How are we doing (based on a variety of evidence)?
 - iii. How should we be doing in these key domains? What are our targets?
 - iv. What strategies will we use to improve?
 - v. After a period of time, how are we doing (based on a variety of evidence)?
 - vi. What changes will we make to our plan? What are our new targets?
 - vii. What are our new or revised strategies in these key domains?
 - viii. Continuous looping through this planning and review cycle.
- c. Updates on progress in relation to district planning for enhancing student learning will be brought to the Board on a regular basis.
- d. District planning for enhancing student learning will be formally revisited through broad collaboration on a five-year planning cycle.
- e. District planning for enhancing student learning will be linked to the provincial Framework for Enhancing Student Learning.
- g. District planning for enhancing student learning will be central to all district educational planning, school-based ESLP processes, and district financial and operational planning.

2. School Planning for Enhancing Student Learning

- a. Principals will work with all staff to develop and continuously monitor a school or program Enhancing Student Learning Plan (ESLP).
- b. In doing so, principals will be responsible for considering the school's or program's highest priorities, both as part of the district plans for enhancing student learning and the school's or program's unique circumstances.
- c. Principals will ensure that a final ESLP draft is ready for all staff, and for parent representatives, for sign-off and submission to the district prior to May 15 every year.
- d. Each school or program ESLP will be the subject of ongoing discussion and review within the school and with district senior staff, including as part of review meetings that will be scheduled with senior staff each fall and when the plan is under development each spring.

3. Provincial Framework for Enhancing Student Learning

- a. The district will abide by the requirements of Ministerial Order M302 – Framework for Enhancing Student Learning.
- b. On an annual basis, prior to May 31, senior staff will build a draft FESL report that does the following:



BOARD POLICY 3003 303 ADMINISTRATIVE PROCEDURES

FRAMEWORK FOR ENHANCING STUDENT LEARNING

(Page 3 of 3)

- i. Utilizes Ministry of Education data sets to create charts and graphs of three year data sets (where possible) in all data review areas as required by the FESL protocols.
 - ii. Enacts a process for system-wide review of those data in order to determine what has been learned and what strategies might be put in place to affect improved results.
 - iii. In developing those strategies uses as the **prime** consideration what is known about students and learning in our district's unique context, including what is learned through school-based ESLP and district-based enhancing student learning processes.
- c. A draft FESL report will be shared with the Board, through the Education Committee if possible, by the end of June every year.
 - d. The final FESL report will be prepared for Board approval in September and will be submitted to the Ministry of Education by September 30 as required.

References:

- Board Policy 303: Enhancing Student Learning
- The School Act (Sections 8.3 and 81)
- Statement of Education Policy Order – OIC 1280/89
- **Ministerial Order M302/20 Enhancing Student Learning Reporting Order**

Dates of Adoption/Amendments:

- Adopted: 16.03.08
Amended: 19.08.27 (Renumbered/Reviewed): TBD (Replaces Board Policy 3030: School Planning Councils (SPC's))



Context:

The Public Interest Disclosure Act (2019) is intended to encourage transparency, accountability and ethical decision making within the public service and school districts. It outlines a process for making and responding to a serious or systemic issue of wrongdoing.

Policy Statement:

School District 69 strongly supports transparency, accountability and ethical decision making through the organization. The Board actively promote a culture of openness and encourages employees (current or former) to report any wrongdoing.

Guiding Principles:

1. The Board believes that ethical decision making should be at the core of all Board processes.
2. The Board values transparency and accountability in all areas of governance, management and leadership.
3. The Board believes that all employees have a right to report any perceived wrongdoing, and that those reports respect the anonymity and well-being of anyone who so reports.
4. The Board supports a full array of processes and mechanisms which address and enforce standards of conduct, disputes, complaints, or grievances, and sees safety for those who report wrongdoing as being ancillary to those processes.

Definitions:

Public Interest Disclosure Act 2019 (PIDA) – Intended to be “whistleblower” protection which allows current and former employees to raise serious or systemic issues of wrongdoing for investigation without exposing those employees to any risk of retaliation.

References/Resources:

- Administrative Procedures to Board Policy : Public Interest Disclosure
- Board Policy 6240: Resolution of Complaints
- The *Public Interest Disclosure Act*: [Public Interest Disclosure Act \(gov.bc.ca\)](http://PublicInterestDisclosureAct.gov.bc.ca)
- The Ombudsperson of British Columbia: [Public Interest Disclosure Resources](http://PublicInterestDisclosureResources.com)
- FAQs — *Public Interest Disclosure Act*: Disclosures and Reprisal Complaints to the Ombudsperson: [PIDA-FAQs.pdf \(bcombudsperson.ca\)](http://PIDA-FAQs.pdf)
- [The Ombudsperson of British Columbia: Resources for Chief Executives; Checklist for Chief Executives](http://TheOmbudspersonofBritishColumbia.com)
- [The Ombudsperson of British Columbia: Resources for Designated Officers; Designated Officer Responsibilities Under PIDA](http://TheOmbudspersonofBritishColumbia.com)
- [The Ombudsperson of British Columbia: Resources for Supervisors](http://TheOmbudspersonofBritishColumbia.com)
- [The Ombudsperson of British Columbia: Resources for Employees](http://TheOmbudspersonofBritishColumbia.com)

Dates of Adoption/Amendments:

Adopted:

Amended:



Purpose:

These Administrative Procedures are intended to support Board Policy 305, Public Interest Disclosure. Use of these procedures should provide employees with the assurance that there are confidential processes that encourage reports of wrongdoing and that protect the reporter from reprisals, consequence or retribution.

Guidelines for Reporting:

1. This Policy applies to alleged wrongdoing related to the School District's operations or personnel. This Policy does not displace other mechanisms set out in School District Policy for addressing and enforcing standards of conduct, disputes, complaints, or grievances, including issues of discrimination, bullying and harassment, occupational health and safety, or disputes over employment matters or under collective agreements.
2. The types of wrongdoing ("Wrongdoing") about which employees can complain include:
 - a) a serious act or omission that, if proven, would breach any laws of British Columbia or Canada;
 - b) an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment (other than a danger that is inherent in the performance of an employee's duties or functions);
 - c) a serious misuse of public funds or public assets;
 - d) gross or systemic mismanagement;
 - e) knowingly directing or counselling a person to commit a wrongdoing described in paragraphs (a) to (d).
3. Reports made under this policy and using these procedures will be done so with confidentiality in order to protect the well-being of the reporting employee.
4. The School District will investigate disclosures that it receives under this Policy. Investigations under this Policy will be carried out in accordance with the principles of procedural fairness and natural justice.
5. Most reports will be made to a supervisor or the designated officer at the district.
6. Reports may also be made to the Ombudsperson.
7. Reports can be made anonymously, but the school district may not be obliged to investigate an anonymous report made under the Act unless the report provides sufficient detail to conduct a fair investigation.
8. Any trustee may report wrongdoing if the incident occurred while the trustee was holding office.
9. The district will not tolerate reprisals, consequences or retribution against anyone reporting in good faith under this policy.

Procedures:

1. The Superintendent of Schools or designate will ensure that all employees are reminded of this policy and its attendance procedures on an annual basis.
2. Supervisors of work sites and Principals of schools and programs will ensure that all staff that they supervise are reminded of this policy and its attendant procedures on an annual basis.
3. The Superintendent of Schools or designate will ensure that mechanisms are in place for employees to report wrongdoing in a confidential and, if it is the wish of the reporter,



anonymous manner, recognizing that anonymous concerns may not be followed up on if there is insufficient detail to proceed.

4. One key element of administering this policy and its procedures is ensuring that anyone reporting wrongdoing is doing so in accordance with relevant other policies and procedures as possible, including use of Policy 6240 Resolution of Complaints and any pertinent clauses in collective agreements or employment contracts.

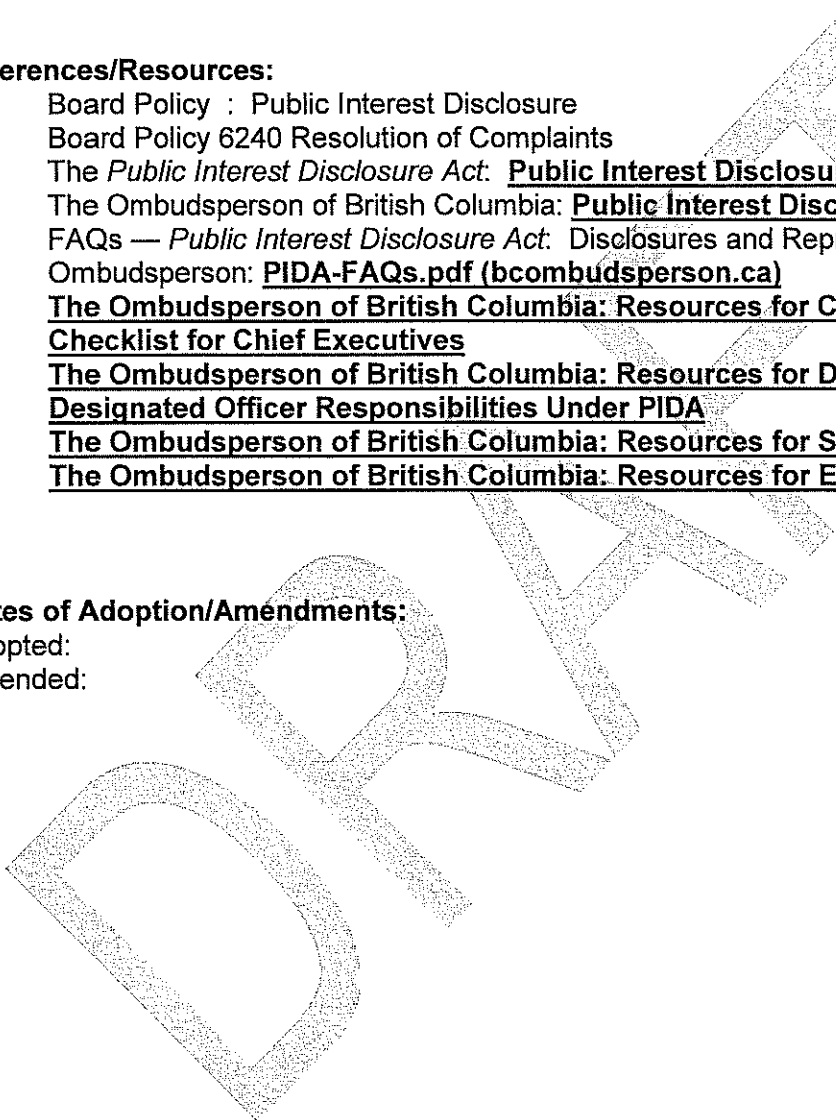
References/Resources:

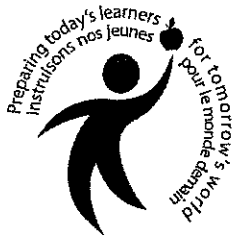
- Board Policy : Public Interest Disclosure
- Board Policy 6240 Resolution of Complaints
- The *Public Interest Disclosure Act*: [Public Interest Disclosure Act \(gov.bc.ca\)](http://www.gov.bc.ca)
- The Ombudsperson of British Columbia: [Public Interest Disclosure Resources](http://www.bcombudsperson.ca)
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- [The Ombudsperson of British Columbia: Resources for Employees](http://www.bcombudsperson.ca)

Dates of Adoption/Amendments:

Adopted:

Amended:





Context:

Schools are learning environments that are focused on producing educated citizens. As modelling is one of the most powerful tools in learning, positive treatment of personnel is central to any school district.

Policy Statement:

The Board of Education will seek to develop and maintain a positive, healthy and productive climate for all employees at all sites within the district.

Guiding Principles:

The Board believes that:

1. Members of MATA, CUPE and PVP are valuable contributors to the achievement of our students and we encourage their input in decision making.
2. The physical, emotional, and intellectual health of all personnel must be maintained in balance with the health and welfare of our learners.
3. All personnel will be fairly and properly reimbursed for legitimate expenses related to their positions.
4. In order to support and improve performance and productivity, all personnel will be subject to a performance review process in keeping with contractual language and contracts of employment.
5. Positive recognition of personnel shall be on-going with specific acknowledgement by the Board of long-term service and retirement from the district.
6. Because employee input is valued, exit interviews should be offered to employees who are leaving the employ of the district.
7. The Board intends for this policy to cover, by way of its Administrative Procedure, the following:
 - I. Vacation Extensions
 - II. Emergency Closure of Schools (Personnel)
 - III. Criminal Record Checks and Police Information Checks
 - IV. Credit Card Usage
 - V. Travel Expenses
 - VI. Performance Management: Exempt Staff
 - VII. Long Service Recognition
 - VIII. Exit Interviews
 - IX. Interview and Relocation Expenses for Exempt Staff
 - X. Leave of Absence for Community Service or Public Office



Definitions:

- Long-term service is marked when an employee reaches 20 years of service in the district.
- Appropriate records checks are defined through police services. Criminal Records and Vulnerable Sector Checks are examples.

References:

- Administrative Procedure to Board Policy 600: Personnel
- Board Policy 302: Communities and Volunteers' Involvement in our School District
- Administrative Procedure: Emergency Closure of Schools and Worksites (Employees)
- Criminal Records Review Act
- Mount Arrowsmith Teachers' Association (MATA) Collective Agreement

Dates of Adoption/Amendments:

Adopted:

Amended:

DRAFT



Purpose

This Administrative Procedure is intended to provide procedural support for Board Policy 600: *Personnel*. The policy statement and guidelines speak to a number of areas, as are describe procedurally below. The eleven sections described below are:

- I. Vacation Extensions
- II. Emergency Closure of Schools (Personnel)
- III. Criminal Record Checks and Police Information Checks
- IV. Credit Card Usage
- V. Travel Expenses
- VI. Performance Management: Exempt Staff
- VII. Long Service Recognition
- VIII. Exit Interviews
- IX. Interview and Relocation Expenses for Exempt Staff
- X. Leave of Absence for Community Service or Public Office

I. VACATION EXTENSIONS

The Board of Education believes that in general all teaching staff should be present in schools before and after each vacation break (winter, spring or summer). For this reason, teachers will not normally be granted leave to extend these break periods subject to the terms of the Mount Arrowsmith Teachers' Association (MATA) Collective Agreement.

II. EMERGENCY CLOSURE OF SCHOOLS (PERSONNEL)

The Board of Education believes that the health and safety of staff and students is of paramount importance and recognizes that schools may have to be closed temporarily at times for any of several reasons, including the following: inclement weather, power outage, failure of heating or water services, emergency health issues, as well as a variety of other emergency situations.

The Board of Education authorizes the Superintendent of Schools, or designate, to close schools and/or worksites by reason of weather emergencies or for other causes that might endanger the health or safety of staff and students. School and/or worksite closure due to emergent conditions will be of three types:

- For students only
- For students and school-based employees
- For students and all employees

Principals, or designates, are expected to have school buildings open to provide for students who, for whatever reason, arrive at school. Principals who are unable to get to work must contact the Superintendent of Schools so that alternate arrangements can be made to have the school open.

All employees are reminded to watch the district website, follow email and social media, and listen to local radio stations for news from the school district in the event of inclement



weather or other reasons for schools and worksites to potentially be closed or otherwise impacted.

PROCEDURES

1. School Bus Service

There are occasions when the General Manager of Operations, in consultation with the Superintendent of Schools, may decide not to run the morning bus routes due to hazardous conditions. Every effort will be made to make that decision no later than 6:15 a.m. It is understood that:

- a. The decision to cancel school bus service is made by the General Manager in consultation with the Superintendent of Schools.
- b. If buses **are not** running in School District 69 (Qualicum) it does NOT mean that schools are closed.
- c. If buses **are not** running in School District 69 (Qualicum) it does NOT mean that staff cannot get to school – conditions vary throughout the District and staff need to assess the conditions in their own area.
- d. If buses are running in School District 69 (Qualicum), employees are expected to be at work.

2. School Closure During the Day

In extreme emergencies, schools may be closed after school has commenced. In situations during the school day where an emergent situation arises or weather conditions deteriorate significantly enough that a Principal has concerns for local road conditions in his/her school zone, the Principal should contact the Superintendent of Schools. It is the responsibility of the Superintendent of Schools to notify the Principal as soon as it becomes apparent that school emergency closure will be necessary.

When an emergent situation occurs after school has begun it may be prudent for students to be dismissed and therefore staff will activate their plan to contact parents. In this case, parents of students in elementary schools must be contacted prior to releasing students to go home. In the case of busing students, all students will be held at the school until we can confirm that all affected parents have been contacted.

Depending on the severity of the circumstances, the Principal shall, in consultation with the Superintendent of Schools, determine whether school staff complete their work day at school or at home.

3. Employee Responsibilities

It is expected that all staff will undertake normal precautions for winter weather; e.g. allowing more time for travel, snow tires, an analogue phone, battery operated radio, battery operated alarm clock in the event power is out. Employees are expected to make every reasonable effort to attend their regular



place of work. Employees who are unable to get to work must contact their immediate supervisor each day of their absence and contact dispatch.

When Schools are open and buses are NOT running:

Every effort will be made to decide early enough so that announcements can start no later than 6:30 am through local media and the District website www.sd69.bc.ca if power is available.

- a. CUPE staff
 - i. CUPE staff who are unable to get to work, must contact their supervisor and dispatch for each day of absence.
 - ii. **Within 3 days of returning to work**, CUPE staff must put in writing the reason they were unable to get to work and the efforts made to get to work, and direct the letter to the Secretary-Treasurer. **Late requests will not be accepted.**
 - iii. This documentation will be reviewed on a case by case basis. Pay may be adjusted retroactively.

- a. MATA staff
 - i. MATA staff must make reasonable efforts to attend at their school (Collective Agreement Article D.28).
 - ii. MATA staff who are unable to attend at their school, will contact their Principal and TTOC dispatch for each day of absence.
 - iii. MATA staff must contact their Principal to explain the circumstances which preclude attendance to duties at their school. This communication needs to occur as early in the day as possible in order to ensure appropriate coverage of classes.
 - iv. It is recommended that any verbal communication from MATA staff to their Principal be followed-up with an email as a means of documenting that the required communication occurred.
 - v. If MATA staff are unable to attend at their school due to weather conditions, it is expected that they will carry-out work duties from home.
 - vi. Such an absence will be treated as a 'Leave with Pay' (Collective Agreement Article D.28).

- b. Principals and Vice-Principals
 - i. Principals will document contact made by MATA staff regarding absences due to weather conditions and confirm with TTOC dispatch, by the end of the day, all absences.

When schools are closed:

Every effort will be made to decide early enough so that announcements can start no later than 6:30 am through local media and the District website www.sd69.bc.ca if power is available.



a. CUPE Staff

- i. If schools in this District are closed, CUPE staff will be paid at their normal rate. **This applies to school closures in School District 69 (Qualicum) only.** It does not apply if a CUPE staff member lives in another district and schools in that district are closed.
- ii. CUPE staff who are deemed necessary are requested to report to work. Necessary services during a District wide temporary school closure day are payroll clerks and the School Board Office receptionist as well as, if applicable, maintenance, grounds and custodial staff on the Snow Crew (per the General Manager of Operations). If safe for them to do so, they are requested to report to work. If they do so, they will receive their regular pay and additional banked hours (at straight time) for each hour worked up to their assignment hours for that day.
- iii. If CUPE support staff are unable to get to work, they must contact their supervisor and dispatch for each day of absence.
- iv. Within 3 days of returning to work, CUPE support staff must put in writing the reason they were unable to get to work and the efforts made to get to work, and direct the letter to the Secretary-Treasurer.
- v. This documentation will be reviewed on a case by case basis. Pay may be adjusted retroactively.

b. MATA Staff

- i. If schools in this District are closed, MATA staff will be paid at their normal rate. This applies to school closures in this District only. It does not apply if a MATA staff member lives in another district and schools in that district are closed.

c. Principals and Vice-Principals

- i. Principals are expected to report to work when schools are closed. If this is not possible, Principals must contact the Superintendent of Schools to ensure that an adult presence is available at the site should students arrive at the school.

III. **CRIMINAL RECORD CHECKS AND POLICE INFORMATION CHECKS**

The Board of Education acknowledges and accepts its responsibility to ensure that criminal record checks are conducted on all employees who work with children and/or vulnerable adults. In fulfilling its responsibilities, the Board of Education is guided by the Criminal Records Review Act. The Criminal Records Review Act defines "working with children and/or vulnerable adults" to mean working with children and/or vulnerable adults directly or having or potentially having unsupervised access to children and/or vulnerable adults in the ordinary course of employment or in the practice of an occupation.

In accordance with the *Criminal Records Review Act*, the Board of Education will require all new employees and all current employees (except employees who belong to a governing body) to provide the Board of Education with a signed criminal record check Authorization Form.



PROCEDURES

1. Members of the Teachers' Regulation Branch

The Teachers' Regulation Branch is responsible for obtaining completed and signed criminal record Authorization Forms from all members and all new applicants for certification.

2. All Other Staff (excluding teachers and other registered professionals)

The Board will obtain completed and signed criminal record Authorization Forms from all other employees in positions classified within the *Criminal Records Review Act's* definition of "works with children and/or vulnerable adults" (including those individuals who have previously had a criminal record check).

- a. The Human Resources Assistant will be responsible for monitoring the administration of the *Criminal Records Review Act*.
- b. All new employees (successful applicants) and employees notified that the employee is due for a re-check must complete a Criminal Record Check Authorization Form.
- c. The Human Resources Assistant will check and verify each applicant's identification in accordance with Criminal Record Review Program best practices and RCMP policy.
- d. Application is made to the Criminal Records Review Agency.
- e. The original signed authorization form will be maintained on the employee's personnel file for a minimum of five (5) years.
- f. The return of the Authorization Forms and the results returned from the Criminal Records Review Agency will be recorded.
- g. Mandatory re-checks are required every five (5) years and employees are required to submit another Criminal Record Check Authorization Form by the five (5) year anniversary date, when notified by the Human Resources Department.
- h. Any employee who has a break in service must provide a new criminal record check. For example, if the employer/employee relationship is formally severed, this is considered a break in service.
- i. When the Criminal Records Review Agency informs the Board that an employee presents a risk to children and/or vulnerable adults, the Board will ensure that the employee is removed from or never placed in a position where the employee works with children as defined in the *Act*.
- j. A vulnerable sector check is conducted as part of each criminal record check. The vulnerable sector check is national RCMP policy and in some cases, the RCMP may require fingerprints in order to verify an Employee's identity. The Employee will be notified directly by the RCMP and provided with the necessary forms and instructions.
- k. It is the responsibility of each employee to notify the District if he or she is charged with or convicted of a relevant or specified offence as applicable subsequent to a criminal record check. The employee must promptly report the charge or conviction to the Director of Human Resources, and submit a new, signed Consent for Criminal Record Check form. Failure to do so



may result in disciplinary action which may be up to and including termination.

- l. Any employee who is required to provide fingerprints to the RCMP is also required to provide the District with a completed "Criminal Offence Declaration" (form attached), in order to meet the District's obligations of due diligence.
- m. New employees and employees requiring a re-check will be responsible for the cost of the Criminal Records check. Any associated fees with the Fingerprint process are also the responsibility of the employee.

3. Volunteers

- a. Parents, guardians and/or community members who wish to act as a school volunteer must contact the school office to obtain a "Police Information Check with Vulnerable Sector Screening" letter. The "Police Information Check with Vulnerable Sector Screening" letter must be on school letterhead, signed and dated by the principal and must contain the statement: "The applicant will require a vulnerable sector check" (sample letter attached).
- b. Potential volunteers are then referred to the Oceanside RCMP Detachment, at which time they will submit the "Police Information Check with Vulnerable Sector Screening" letter and the "Police Information Check with Vulnerable Sector Screening" form.
- c. The "Police Information Check with Vulnerable Sector Screening" form is available from the school or the Oceanside RCMP detachment and must be submitted at the same time as the "Police Information Check with Vulnerable Sector Screening" letter. Please note that **old forms will not be accepted.**

- d. *For convenience, a copy of the "Police Information Check with Vulnerable Sector Screening" form has been attached and can be provided to applicants by the School Principal or designate at the same time that the applicant receives the "Police Information Check with Vulnerable Sector Screening" letter from the school.*

Note: The "Police Information Check with Vulnerable Sector Screening" letter is required to waive the processing fee. If the letter is not included with the package, the processing fee will be levied on the applicant.

- e. The RCMP will return the processed form to the parent, guardian or community member who will then submit the form to the School Principal.
- f. Forms that show any type of criminal record or other concerning disclosures must be forwarded to the Superintendent of Schools or designate for review. School Principals will be advised of any advice or considerations arising from this review.



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 600 – ADMINISTRATIVE PROCEDURES

PERSONNEL

Page 7 of 10

- g. Completed "Police Information Check with Vulnerable Sector Screening" are **valid for a maximum of five years only at which time they are expired.**
- h. All new volunteers (including those who may have previously completed a PIC_VS at another school and are now changing school sites) must submit forms (preferably in September). This would include Kindergarten, and Grade 8 as well as any new registrations.

DATE

R.C.M.P.
727 Island Highway West
Parksville, BC V9P 1B9

To Whom it May Concern:

RE: POLICE INFORMATION CHECK WITH VULNERABLE SECTOR SCREENING

This letter is to confirm that NAME OF VOLUNTEER APPLICANT will be acting as a volunteer for various school/class events or activities throughout the school year.

NAME OF VOLUNTEER APPLICANT will require a "Police Information Check with Vulnerable Sector Screening" as per the R.C.M.P. definition.

Thank you for your attention to this matter.

Yours Sincerely,

PRINCIPAL NAME
Principal

c: School File

IV. CREDIT CARD USAGE

Sound business practices support the use of Board issued credit cards by designated staff and School Trustees as their use contributes to the efficiency of school district operations.

Procedures

- 1. Board Credit cards may be issued to the following staff:
 - a. Superintendent of Schools
 - b. Secretary Treasurer
 - c. Assistant Secretary Treasurer
 - d. Assistant **Associate** Superintendent
 - e. Director of Instruction
 - f. General Manager of Operations
 - g. Assistant Manager of Operations
 - h. Director of Human Resources
 - i. School Trustees (five)
 - j. Principals and Vice-Principals
 - k. School secretaries may hold site cards to facilitate school purchases.



1. Other employees with areas of responsibility that require either regular purchasing or situational purchasing that cannot be managed through petty cash or requests for funds. Such employees must be recommended by the employee's supervisor (who must also be an individual designated in 'a' through 'j'), and approved by the Secretary-Treasurer.
2. The Board credit card issued to the aforementioned designated staff and School Trustees shall be utilized to cover expenses incurred on Board business or Board sponsored professional development: in accordance with the Card User Agreement.
3. The District endeavors to use credit or purchasing cards that provide savings back to the Board.
4. Card holders shall sign and adhere to the Card User Agreement.

V. TRAVEL EXPENSES

Personnel traveling on behalf of the District to participate in meetings, workshops, negotiations and conferences, either by assignment or by directed attendance, are entitled to receive reimbursement of expenses incurred.

1. Application for reimbursement of travel expenses shall be made to the appropriate supervisor with the submission of original receipts.
2. Travel expense reimbursement shall be consistent with the BC School Trustees Association's (BCSTA) Policy on Travel Expenses.
3. This administrative procedure will be reviewed annually in the month of February by the Secretary Treasurer or designate.
4. Expenses covered by a contractual travel allowance do not apply.

VI. PERFORMANCE MANAGEMENT: EXEMPT STAFF

The Board of Education believes that a performance management process should be an ongoing process of communication between a supervisor and an employee that occurs throughout each year in support of accomplishing the mission and strategic priorities of the organization. The communication process includes clarifying expectations, setting objectives, identifying goals, providing feedback, planning for professional growth/learning and reviewing progress in each area.

Procedures

The Board believes that performance management processes undertaken with exempt staff should be:

1. Simple and clear
2. Focused on personal professional growth and learning
3. Premised on clearly articulated expectations, deliverables and accountabilities grounded in duties/responsibilities of the job description
4. Based on goals/objectives/actions linked to strategic priorities and operational plan of the district/school
5. Continuously looping with ongoing and regular check-ins and dialogue



The Board will ensure that it engages the Superintendent/CEO in an ongoing performance management process as agreed to by the parties. This process is to be facilitated by the Director of Human Resources or a designate.

The Superintendent will ensure that an appropriate and ongoing performance management process is carried-out with the following exempt staff:

1. Secretary Treasurer
2. Associate Superintendent
3. Director of Instruction
4. Director of Human Resources
5. Principals and Vice Principals

The Secretary Treasurer will ensure that an appropriate and ongoing performance management process is carried-out with the following exempt staff:

1. Assistant Secretary Treasurer
2. General Manager of Operations
3. Executive Assistant – Board Governance and Operations

VII. LONG SERVICE RECOGNITION

The Board of Education values the dedication and commitment of its employees. The Board is, therefore, committed to recognizing employees with consistent and lengthy service (20 years), as well as those who are retiring from employment with the Board.

VIII. EXIT INTERVIEWS

The Board sees value in gaining insights into district operations, culture, strategies and human resources/labour relations practices through the use of exit interviews where and when possible and practicable.

IX. INTERVIEW AND RELOCATION REIMBURSEMENT FOR EXEMPT STAFF

In order to attract the best candidates for its exempt positions, candidates should be reimbursed for expenses. Reimbursement shall be as follows:

1. Candidates selected for interview will be reimbursed for legitimate travel, accommodation and meal expenses. Submission of receipts is required in accordance with Board travel and reimbursement rates.
2. The successful candidate may be reimbursed for expenses to relocate for employment with School District 69, with the amount to be as determined in contract negotiations. Receipts must be submitted to the Secretary-Treasurer within sixty (60) days of the move.

X. LEAVE OF ABSENCE FOR COMMUNITY SERVICE OR PUBLIC OFFICE

The Board of Education encourages its employees to participate in a wide range of community service organizations and recognizes the right of these employees to seek public office. It is the intent of the following procedures to permit the School Board's



employees to participate in public affairs benefiting the public and concurrently to protect the interests of the Board, the persons it employs and the public it serves.

Procedures

1. Employees who are providing voluntary supports for emergency response in the event of an emergency or catastrophe will be supported in accessing leave provisions within their collective agreement or contract of employment. Where there are no such provisions, the Superintendent may grant exceptional leave with or without pay either for the duration of the service being provided or in support of recovery time.
2. Employees will be supported in seeking public office in keeping with provisions of their collective agreement or contract of employment. Where there are no such provisions, the district will support the employee with leave provisions as possible in relation to the employee's duties and responsibilities.
3. On being duly accepted as a candidate for public office, whether it be for Federal Parliament, the Provincial Legislature, the Municipal Council or other public office, an employee of the Board may apply to the Board in writing for a leave of absence to conduct a campaign. Such leaves will be considered within the context of collective agreements and contracts of employment.
4. An employee elected as a Member of Parliament or Member of the Legislative Assembly shall be granted a leave without pay for the duration of one term in office. On termination of office, the employee shall receive priority of placement but not necessarily in the employee's former position. Terms of the relevant collective agreement or contract of employment will apply.
5. It is presumed that service on a Municipal Council will not interfere greatly with the usual performance of an employee's duties and responsibilities. It is expected that some reasonable accommodations must be made by both the Board and the employee concerned.

References:

- Board Policy 600: Personnel
- Board Policy 302: Communities and Volunteers' Involvement in our School District
- Administrative Procedure: Emergency Closure of Schools and Worksites (Employees)
- Criminal Records Review Act
- Mount Arrowsmith Teachers' Association (MATA) Collective Agreement

Dates of Adoption/Amendments:

Adopted:

Amended:



COPYRIGHT AND INTELLECTUAL PROPERTY

(Previously AP Only)

Context

The Board of Education recognizes that the *Copyright Act* is designed to protect the rights of authors and producers of creative works, and requires its employees to respect these rights and the copyright provisions in district schools.

Policy Statement

The Board of Education will ensure that all staff are supported in abiding by all copyright provisions and protocols.

Guiding Principles

The Board of Education believes that:

1. Creators of copyright materials have the rights of ownership that come with copyright laws related to the nature of the publication.
2. Students have a right to access a wide range of educational resources within copyright rules.
3. Anyone who willfully and knowingly contravenes the rules of copyright including as found in the Copyright Act should be responsible for consequences that might flow from such a breach.
4. **Employees are to be guided in their practice by the provisions of *Copyright Matters* and the *Fair Dealings Decision Tool* as described in the Administrative Procedures.**
5. **Laws pertaining to intellectual property should apply to any materials or resources created by employees contracted for or assigned to the creation of those materials or resources**

References

- Administrative Procedures to Board Policy 504: Copyright **and Intellectual Property**
- **The Copyright Act**
- **Copyright Matters**
- **Fair Dealings Decision Tool (developed by the Copyright Consortium of the Council of Ministers of Education, Canada (CMEC))**
- **Copyright Matters: Some Key Questions and Answers for Teachers**
- **Government of Canada: Copyright**

Dates of Adoption/Amendments:

Adopted:



Purpose

For the purposes of copyright law, schools are a public place. Copyright law includes, but is not limited to books, audio and video tapes, computer software, sheet music, photocopies, facsimile machine copies, handwritten or typed copies, translations, adaptations and performances.

1. The Board designates a District Resource Centre staff member to act as the Copyright Officer for the district. Responsibilities shall include, but not be restricted to:
 - 1.1 distribution to all staff of current information regarding copyright guidelines and licensing arrangements (e.g. CANCOPY, SOCAN).
 - 1.2 securing copyright permissions and site licenses, and maintaining necessary records regarding use of copyrighted materials in the district.
 - 1.3 development of procedures to ensure that expiration dates are honoured.
2. The teacher-librarian in each school shall act as liaison to the Copyright Officer.
3. The principal or site supervisor shall review with all staff (M.A.T.A. and C.U.P.E.) the school district's Copyright Procedures and the contents of the copyright guidelines.
4. The copyright guidelines shall be kept at all work sites and employees shall refer to the guidelines whenever questions arise concerning copyright.
5. When there are opportunities for copyright violations by students, the Board requires teachers to instruct students about the *Copyright Act*, to make students aware of the ethical and practical problems caused by copyright infringement, and to attempt to supervise students in a manner that a copyright violation does not occur.
6. Persons seeking to copy or have copied items shall ensure that the proper copyright permission(s) have been granted through either a license agreement or written permission of the copyright owner.
7. The Board will not protect individual employees who break, or request another to break, the copyright law.
8. **Employees will be guided in their decision making regarding copyright materials by *Copyright Matters*, a publication of the Council of Education Ministers of Canada, the Canadian School Boards Association and the Canadian Teachers Federation (2016) as found at: [https://cmec.ca/Publications/Lists/Publications/Attachments/291/Copyright Matters.pdf](https://cmec.ca/Publications/Lists/Publications/Attachments/291/Copyright%20Matters.pdf).**
9. **Employees will be supported in their decision making in regard to use of copyright materials by the *Fair Dealings Decision Tool* as found at: <http://www.fairdealingdecisiontool.ca/DecisionTool/>**



10. Any materials or resources of monetary value that are created by employees specifically assigned to, or contracted for, the development of said materials or resources will remain the intellectual property of the Board

References

- Board Policy 504: Copyright and Intellectual Property
- The Copyright Act
- Copyright Matters
- Fair Dealings Decision Tool (developed by the Copyright Consortium of the Council of Ministers of Education, Canada (CMEC))
- Copyright Matters: Some Key Questions and Answers for Teachers
- Government of Canada: Copyright

Dates of Adoption/Amendments

- Adopted: 90.06.13
- Amended: 91.11.12: 01.10.23: 17.01.24

DRAFT



Finance & Operations Committee of the Whole Report
Monday, June 14, 2021
VIA ZOOM
10:30 a.m.

Mandate: *To discuss and make recommendations to the board on financial matters and matters pertaining to facilities, maintenance, technology and transportation.*

1. Acknowledgement of Traditional Territories

2. Presentation:
None

3. Project Updates:

a. Oceanside Community Track (at Ballenas) Project Update

Trustee Young provided a verbal report on the work of the committee. There have been no new meetings but a good news story was shared about Alycia Butterworth having won a National Steeplechase event this past weekend and she announced her financial support of the project and talked about her experience as a BSS Track athlete alumni. Grants continue to be pursued with limited success and contributions from the Municipalities are now committed.

b. Arrowview Elementary Child Care Space

General Manager of Operations Dempster gave an update on the progress of the construction, indicating that the building itself will be completed by early July with fencing and the outside play area being planned for later in the summer. Additionally, some work on replacement flooring is planned within the school to accommodate additional childcare space inside the school itself.

c. Craig Street Commons Update

General Manager of Operations Dempster shared that he had a recent meeting with potential contractors to renovate a wing of the Craig Street Commons over the summer with an opening date of September. This is to accommodate the new Primary Learning Community Program in the east wing. The project will have potential phases that could be split off to allow for scheduling conflicts that may come up, in order to prioritize the instructional space over the meeting spaces.

4. Items for Discussion

a. Financial Planning/Reporting Policy and Operating Surplus Policy

Secretary Treasurer Amos reviewed the recent Ministry Policy announcement reminding the committee of the Funding Review recommendations and other School District reviews that provided good practices. He also mentioned the work the Board has done to revise its policies in recent years. The two new Ministry policies are in response to the three themes heard; equity, accountability and financial management. The Board will need to review its Policy to reflect some of the new language but otherwise it is fairly current. One other theme needing reflecting is the inclusion of First Nations stakeholders within the planning and reporting context.

5. Information Items

a. Update-Green House Gas Emissions Study by Prism Engineering

General Manager of Operations Dempster updated the committee on the work to date with Prism. Feedback has been received about some BC Hydro grants that are available to pay for energy surveys, with the understanding the District commits to reducing the GHG emissions at those facilities over the following 2 years. Six schools have been identified for inclusion and the names of those sites will be forwarded to Prism as part of the application.

b. Capital Planning

Secretary Treasurer Amos reviewed the draft Capital Plan that was included in the agenda. He reminded the committee that with the Ministry's new submission dates, the major and minor project lists are not due until late August and September. As a result, the final Capital Plan will come back to the committee after the summer for formal support. There was general discussion on the bus replacement program as well as the revised response letter that is coming forward to the next Regular Board meeting.

c. BCTEA Indigenous Education Transportation Funding

Secretary Treasurer Amos provided an update on the 2020/21 funding that was applied for and received in the current year. He indicated that any unspent funds would be carried over to next year as allowed in the latest instructions and that the plan is for the proposed services to be operational in September.

6. Recommendations to Board of Education

None

7. Future Topics

a. Land and Facilities Review – for Fall 2021

b. Exploration of Community Schools Concept – Superintendent Elder shared that a report will be included at the next Regular Board meeting outlining the next steps necessary in reviewing this concept.

8. Next Meeting Date/Location:

- Monday, September 20, 2021 at 10:30 - TBD

**SCHOOL DISTRICT NO. 69 (QUALICUM)
TRUSTEES' SCHEDULE OF MEETINGS 2021-2022**

AUGUST 2021			
31 (Tues)	In Camera Board Meeting	Forum - PCTC	3:30 pm
31 (Tues)	Regular Board Meeting <i>followed by Annual Elections of Chair/Vice Chair</i>	Forum - PCTC	6:00 pm
31 (Tues)	Special Board Meeting – Annual Election of Chair/Vice Chair	Forum - PCTC	Following Regular Board Meeting
SEPTEMBER 2021			
20 (Mon)	Finance & Operations Committee of the Whole	Forum - PCTC	10:30 am
20 (Mon)	Policy Committee of the Whole	Forum - PCTC	1:00 pm
21 (Tues)	Education Committee of the Whole	Forum - PCTC	2:30 pm
28 (Tues)	In Camera Board Meeting	Forum - PCTC	3:30 pm
28 (Tues)	Regular Board Meeting	Forum - PCTC	6:00 pm
OCTOBER 2021			
11 (Mon)	<i>Thanksgiving Day</i>		
18 (Mon)	Finance & Operations Committee of the Whole	Forum - PCTC	10:30 am
18 (Mon)	Policy Committee of the Whole	Forum - PCTC	1:00 pm
19 (Tues)	Education Committee of the Whole	Forum - PCTC	2:30 pm
26 (Tues)	In Camera Board Meeting	Forum - PCTC	3:30 pm
26 (Tues)	Regular Board Meeting	Forum - PCTC	6:00 pm
NOVEMBER 2021			
11 (Wed)	<i>Remembrance Day</i>		
15 (Mon)	Finance & Operations Committee of the Whole	Forum - PCTC	10:30 am
15 (Mon)	Policy Committee of the Whole	Forum - PCTC	1:00 pm
16 (Tues)	Education Committee of the Whole	Forum - PCTC	2:30 pm
23 (Tues)	In Camera Board Meeting	Forum - PCTC	3:30 pm
23 (Tues)	Regular Board Meeting	Forum - PCTC	6:00 pm
DECEMBER 2021			
2-4	BCSTA Trustee Academy	TBD	
14 (Tues)	In Camera Board Meeting	Forum - PCTC	3:30 pm
14 (Tues)	Regular Board Meeting	Forum - PCTC	6:00 pm
Dec 20 – Jan 3	<i>Winter Vacation Period</i>		
JANUARY 2022			
17 (Mon)	Finance & Operations Committee of the Whole	Forum - PCTC	10:30 am
17 (Mon)	Policy Committee of the Whole	Forum - PCTC	1:00 pm
18 (Tues)	Education Committee of the Whole	Forum - PCTC	2:30 pm
25 (Tues)	In Camera Board Meeting	Forum - PCTC	3:30 pm
25 (Tues)	Regular Board Meeting	Forum - PCTC	6:00 pm
FEBRUARY 2022			
14 (Mon)	Finance & Operations Committee of the Whole	Forum - PCTC	10:30 am
14 (Mon)	Policy Committee of the Whole	Forum - PCTC	1:00 pm
15 (Tues)	Education Committee of the Whole	Forum - PCTC	2:30 pm
21 (Mon)	<i>BC Family Day</i>		
22 (Tues)	In Camera Board Meeting	Forum - PCTC	3:30 pm
22 (Tues)	Regular Board Meeting	Forum - PCTC	6:00 pm
MARCH 2022			
8 (Tues)	In Camera Board Meeting	Forum - PCTC	3:30 pm
8 (Tues)	Regular Board Meeting	Forum - PCTC	6:00 pm
14-25	<i>Spring Vacation Period</i>		

**SCHOOL DISTRICT NO. 69 (QUALICUM)
TRUSTEES' SCHEDULE OF MEETINGS 2021-2022**

APRIL 2022			
15	<i>Good Friday</i>		
18	<i>Easter Monday</i>		
19 (Tues)	Finance & Operations Committee of the Whole	Forum - PCTC	10:30 am
19 (Tues)	Policy Committee of the Whole	Forum - PCTC	1:00 pm
19 (Tues)	Education Committee of the Whole	Forum - PCTC	2:30 pm
21-23	BCSTA 114 th AGM	TBD	
26 (Tues)	In Camera Board Meeting	Forum - PCTC	3:30 pm
26 (Tues)	Regular Board Meeting	Forum - PCTC	6:00 pm
MAY 2022			
16 (Mon)	Finance & Operations Committee of the Whole	Forum - PCTC	10:30 am
16 (Mon)	Policy Committee of the Whole	Forum - PCTC	1:00 pm
17 (Tues)	Education Committee of the Whole	Forum - PCTC	2:30 pm
23	<i>Victoria Day</i>		
24 (Tues)	In Camera Board Meeting	Forum - PCTC	3:30 pm
24 (Tues)	Regular Board Meeting	Forum - PCTC	6:00 pm
JUNE 2022			
20 (Mon)	Finance & Operations Committee of the Whole	Forum - PCTC	10:30 am
20 (Mon)	Policy Committee of the Whole	Forum - PCTC	1:00 pm
21 (Tues)	Education Committee of the Whole	Forum - PCTC	2:30 pm
28 (Tues)	In Camera Board Meeting	Forum - PCTC	3:30 pm
28 (Tues)	Regular Board Meeting	Forum - PCTC	6:00 pm
AUGUST 2022			
30 (Tues)	In Camera Board Meeting	Forum - PCTC	3:30 pm
30 (Tues)	Regular Board Meeting	Forum - PCTC	6:00 pm
30 (Tues)	Special Board Meeting – Annual Election of Chair/Vice Chair	Forum - PCTC	Following Regular Board Meeting

Dates to Add/Confirm:

- District Budget Committee Meetings
- Public Budget Information Session(s)
- Special Board Meetings - Budget
- District Retirement/Long Service Event
- Graduation/Awards Ceremonies



Board and Trustee Representative Committee Report

Trustee Representative: Julie Austin & Barry Kurland
Committee Name: **Climate Action Task Force**
Meeting Location: Zoom
Meeting Time: June 2, 2021, 3:30 pm

Mandate:

The School District 69 Climate Emergency Task Force will promote action to decrease greenhouse emissions, help develop plans to educate our learning community and advocate for progressive policy solutions.

Topics of Conversation:

- Presentation Nanoose Bay Elementary School - Chris Brown – wonderful outdoor and garden learning
- School-based Green Teams updates – moving environmental stewardship forward – *attached*-Vivian Collyer presented the many initiatives taken by our schools and student leaders!
- Update on carbon audit (*coming from a motion at the board table to hire an outside consultant to help provide baseline data as we move forward*) – BC Hydro is providing grants, moving forward with Prism, the consulting firm (see Fin & Ops report)
- The West Coast Climate Action Network membership?
<https://bcclimateactionnetwork.wordpress.com> – Sheri Plummer

"In becoming a Member of the West Coast Climate Action Network, our organization agrees that the global climate emergency poses an existential threat to all nature and all humanity, and that we need rapid and urgent action to tackle its various causes."

Draft Vision Statement

We envision a British Columbia that is a global leader in the effort to tackle the climate and biodiversity emergencies.

We envision a successful transition to 100% renewable energy, an end to all fossil fuel production and use, the restoration of damaged ecosystems, a respectful relationship with BC's First Nations, the continued pursuit of social and racial justice, and an economy that respects nature, workers, businesses and investors.

We envision the day when most British Columbians will work together to build a positive, socially just, ecologically sustainable future.

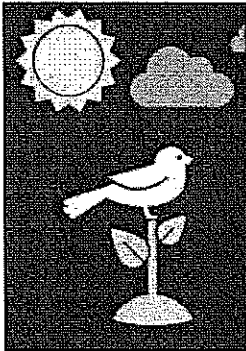
- Dr. Lewis experience, Project Drawdown, Youtube presentations by West Coast Marine Response Corp vs Andrew Radzik, Georgia Strait Alliance. – updates and discussion about these presentations by Sheri Plummer
- Parksville proposed Aquatic Centre- discussion if the CATForce would like to wade into this controversial site. Julie will write a draft letter outlining the importance of wetlands and forested sites for water retention and how it relates to climate change that will go out to task force members for input and whether the letter will be sent

Recommendation:

THAT School District 69 (Qualicum) become members of the West Coast Climate Action Network (WE-CAN)



SCHOOL DISTRICT 69 (QUALICUM)



Green Teams Update

Presented to the Climate Action Task Force
by Dr. Vivian Collyer, Director of Instruction
June 2, 2021

We would like to acknowledge that School District 69 exists within the territories of Coast Salish People and within the shared traditional territories of Qualicum and Snaw-Naw-As First Nations.

TABLE OF CONTENTS

ELEMENTARY AND SECONDARY GREEN TEAMS	3
Green Team Sessions	3
Our Learning Together	4
1. Perspectives on environmental stewardship and education	4
2. Honouring and embedding Indigenous knowledge and perspectives	5
3. Connections to the BC Curriculum	6
Learning about Impactful Actions	8
Sharing Our Green Stories and Successes.....	9
1. Elementary Green Teams	10
2. Secondary Green Teams	13
Learning about the Knowledge of Our Local First Nations.....	14
1. Traditions that recognize the land	15
2. Local First Nations’ history and current status of land, title, and governance	15
3. Traditional Ecological Knowledge (TEK) of the Qualicum and Snaw-Naw-As First Nations	16
Learning about Respectful and Encouraging Ways to Work with Others.....	18
Learning Resources	19
Other Learning Opportunities	20
NEXT STEPS FOR ENVIRONMENTAL STEWARDSHIP AND EDUCATION.....	21
Zero Waste Project – Partnership with SD68 and the RDN.....	21
Green Team Sessions	22
Regional District Sharing.....	22
Future Possibilities.....	22
→ District-wide professional learning that focuses on environmental stewardship	22
→ School gardens.....	22
→ Outdoor learning structures.....	22
→ Encouraging environmentally-friendly alternatives	22
→ Access to information and resources.....	23
→ Enhancing relevant partnerships with the municipalities.....	23
→ Increased support for community projects, field experiences, and speakers.....	23
→ Collaboration across schools for students	23
→ Capstone and mentorship opportunities.....	23

Mandate of the SD69 Climate Action Taskforce:
 Promote action to decrease greenhouse emissions, help develop plans to educate our learning community and advocate for progressive policy solutions.


Documenting our learning journey this year provides us with the opportunity to reflect back on this collective experience and consider our growth as environmental stewards and advocates, as well as informs potential next steps to further enhance. This report summarizes the Green Teams' learning and celebrates our schools' successes, as well as provides ideas for future possibilities for the district.

Elementary and Secondary Green Teams

We are school-based teams of students and staff who have a special interest in environmental stewardship and are committed to green actions with impact in our school communities.

Our purpose is to...

- Network with other Green Teams to collaborate, share ideas, learn together, and celebrate our success stories;
- Communicate – 1. within our school community and 2. with the district's Climate Action Task Force;
- Inform the development of district *plans to educate our district's learning community.*




Qualicum Beach joins in on global climate strike
 Participants urge government to adequately address climate crisis.

Youth voices also have an impact locally, and your actions will be supported. You are making a difference now, and will change how we enact the "educated citizen" of the future!

Qualicum school district board declares a climate emergency
 "We know that this is a multi-year process"

CLOE LOGAN / Nov. 30, 2019 7:30 p.m. / LOCAL NEWS / NEWS




Green Team Sessions

The Green Teams were initiated in this school year, and the teams met for 3 afternoon sessions in Zoom (Elementary – March 4, April 15, and May 11; Secondary – February 22, April 12, and May 10). The structure of the sessions included students and staff together for the first half, and then staff only for the second half. Although the elementary and

secondary team sessions were approached slightly differently to ensure age-appropriate content and engagement, the foci and themes that we explored were similar and are shared here. We explored and celebrated environmental stewardship and education through an appreciative lens, recognizing current strengths and actions to build on.

Appreciative Inquiry Approach:
 Building on strengths, exploring possibilities, and taking action

<p>Appreciating current strengths</p> <ul style="list-style-type: none"> • What are we already doing? • What are we proud of? • What's working? • What should we do more of? • How can we celebrate and share our successes with green initiatives? 	<p>Exploring future possibilities</p> <ul style="list-style-type: none"> • What questions do we have about environmental stewardship, learning, and advocacy? • In what ways can we focus environmental learning in our school communities? • What resources, voices, and wisdom do we need to include?
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Why not?
 It takes leadership
 We can help our planet
 So why not start now?
 -AES Green Team

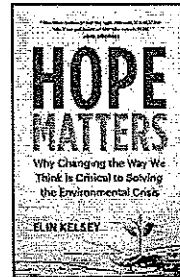
Our Learning Together

We focused our conversations on what we are already doing that is working to develop our environmental stewardship and what impactful steps we can take as individuals and as school communities. Optimism and impactful actions are key when working with students.

Action-oriented solution space



Climate change is a matter of social – but not scientific – controversy. It is a solvable problem, and education – accompanied by well informed action – is our best strategic tool. When it comes to climate change, we urge you to move from the overwhelming ‘problem space’ to the inspiring and action-oriented ‘solution space’ – there are many, many solutions that students can work on. “Hope is a verb with its sleeves rolled up.” – Dr. David Orr
Editorial: Richard Vance, Journal of Specific Climate Education




Each of the Green Team teacher reps received the book *Hope Matters* by Dr. Elin Kelsey. Thank you to the RDN for grant funding that supported this purchase.

In addition, we explored current perspectives as outlined below.

1. Perspectives on environmental stewardship and

SUSTAINABLE DEVELOPMENT GOALS



education

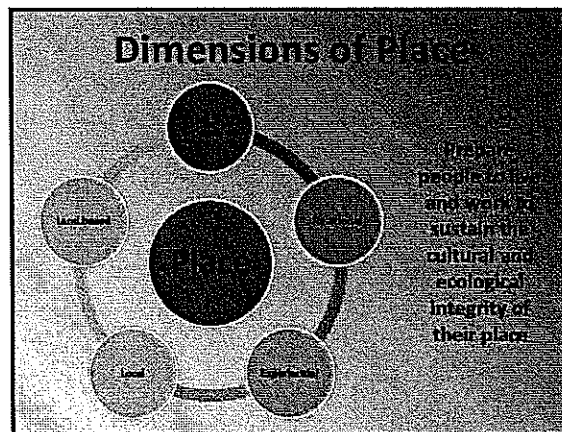
UN Sustainable Development Goals: In September 2015, Canada and all other 192 United Nations Member States adopted the 2030 Agenda for Sustainable Development at the UN General Assembly. This initiative is a global call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

The 2030 Agenda presents Canada, and the world, with a historic opportunity to positively shape how societies of tomorrow grow and develop sustainably and inclusively to the shared benefit of all.

<https://sdgs.un.org/goals>

Place-Based Learning: Learning in and through nature that fosters deep environmental knowledge, understanding, and action.

What's important is that children have an opportunity to bond with the natural world, to learn to love it, before being asked to heal its wounds.
 - David Sobel



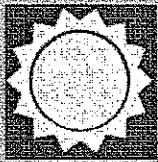
Sample framework retrieved from <https://aotearoatospanish.wordpress.com/2016/03/10/place-based-learning/>

Ecological Literacy: Effective environmental education produces ecologically literate citizens who understand and value healthy environments. They understand their connection to and impact on natural environments, and through this understanding become motivated to act as environmental stewards and live sustainable, healthy lives.

- Columbia Basin Environmental Education Network



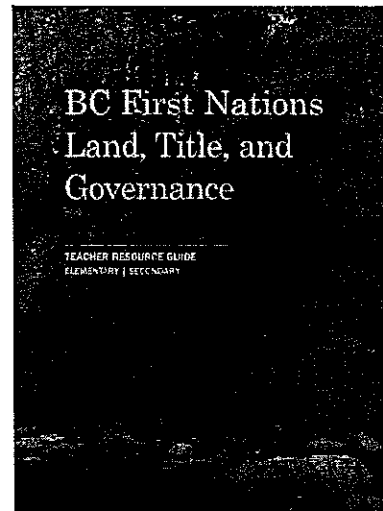
Inspiration
 Andy Goldsworthy
 He does art using nature
 And leaves it behind
 -AES Green Team



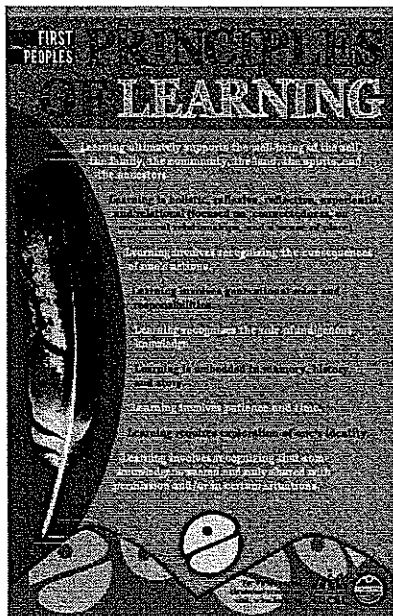
Connections with the Arts - Haiku: Traditional Japanese poem that shows appreciation for nature by evoking images of awe and beauty. Throughout this report, you will find haikus written by Green Team members.

2. Honouring and embedding Indigenous knowledge and perspectives

Land-Based Learning: Used in contexts of Indigenous perspectives in education and environmental sustainability.



<http://www.fnesc.ca/wp/wp-content/uploads/2019/08/PUBLICATION-61949-FNESC-FNLTG-FINAL-WEB-2019.pdf>



First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

<http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf>

Traditional Ecological Knowledge

Characteristics include:

- Specialized knowledge of the interconnectedness of all aspects of the world
- Local place-based knowledge about ecosystems in a particular territory
- Cumulative, learned and passed on over a long period of time
- Enables sustainable use of resources
- About how to survive in a specific territory from one generation to the next
- Enables people to be adaptable, dynamic and resilient in the face of change

Science First Peoples Teacher Resource Guide – FENESC

3. Connections to the BC Curriculum

"To address apathy and eco-anxiety, school boards, schools and teachers should ensure student learning is authentic and relevant to local climate impacts, utilizing strategies including inquiry, experiential learning, opportunities for deliberative dialogue and community partnerships for local climate action."

- Canada, Climate Change, and Education: Opportunities for Public and Formal Education, 2019

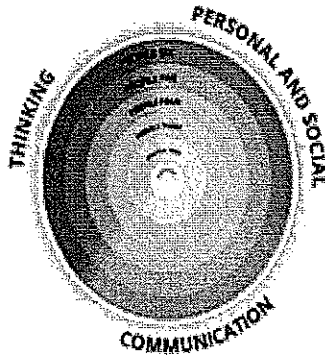
https://www.researchgate.net/publication/337111645_Canada_Climate_Change_and_Education_Opportunities_for_Public_and_Forma_Education

Deeper learning

Students learn to think, communicate, and solve problems. They learn to work with others and to take responsibility for their own learning. They learn to be resilient and to persevere in the face of challenges.

BC Curriculum – Core Competencies

- Educated citizens and lifelong learners.
- Embedded throughout all of the curriculum in all areas of learning.
- Student reflection and self-assessment.



Social Awareness and Responsibility

Facet - *Contributing to community and caring for the environment*

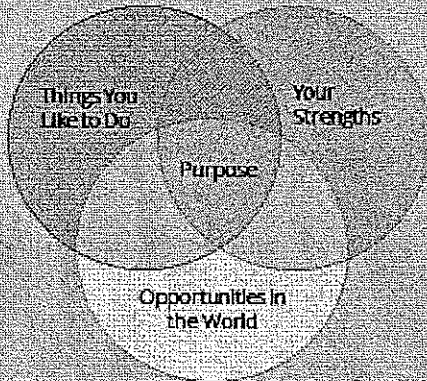
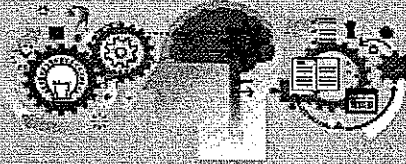
– Students develop awareness of and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment. They are aware of the impact of their decisions, actions, and footprint. They advocate for and act to bring about positive change.

<https://curriculum.gov.bc.ca/competencies>



CAPSTONE

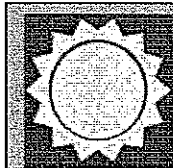
Opportunity for environmental learning that supports YOUR lifelong learning journey



Capstone ideas to get you started:

- Engage more in environmental activism in our community through an NGO mentor
- Plan and facilitate an environmental education event/conference for the school community
- Explore *Traditional Ecological Knowledge* about edible plant life and harvesting in our region
- Conduct a scientific field study that investigates an environmental challenge
- Compose and perform slam poetry to communicate about care for our planet
- Design eco-friendly apparel and beauty techniques to host a green fashion show

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en_career-education_10-12_career-education-guide.pdf



Respect Earth

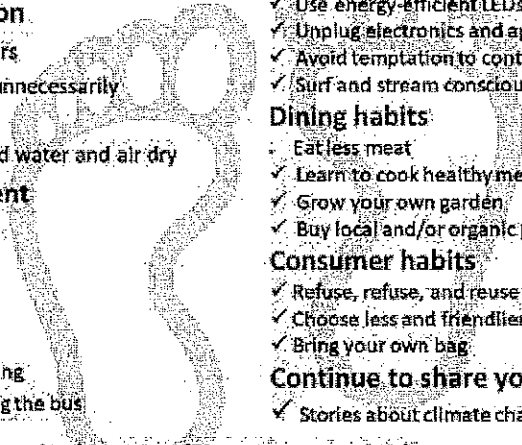
Stop all pollution
You can be better to Earth
Respect your own home
– Ilah, False Bay Elementary

The Garden at B.E.S.

We can do our part.
Taking care of the garden
Helps to save the bees.
– Ms. Roscoe's class, BES

Learning about Impactful Actions

7 Ways Youth Can Reduce Their Ecological Footprints



- Water consumption**
 - ✓ Shorten your showers
 - ✓ Not running water unnecessarily
 - ✓ Dual-flush toilets
 - ✓ Wash laundry in cold water and air dry
- Waste management**
 - ✓ Strive for zero waste
 - ✓ Compost
 - ✓ Recycle correctly
- Transportation**
 - ✓ Walking and bike riding
 - ✓ Carpooling and taking the bus
- Electricity**
 - ✓ Turn lights off
 - ✓ Use energy-efficient LEDs
 - ✓ Unplug electronics and appliances
 - ✓ Avoid temptation to continuously upgrade devices
 - ✓ Surf and stream consciously
- Dining habits**
 - ✓ Eat less meat
 - ✓ Learn to cook healthy meals
 - ✓ Grow your own garden
 - ✓ Buy local and/or organic produce when you can
- Consumer habits**
 - ✓ Refuse, refuse, and reuse
 - ✓ Choose less and friendlier packaging
 - ✓ Bring your own bag

Continue to share your success stories!

- ✓ Stories about climate change and Actions

And get out in nature to enjoy!

Adapted from <https://cpi.ca/7-ways-youth-can-reduce-their-ecological-footprint/>

My Environmental Handprints for changes that have positive impact!



**PAST ACTIONS
AND EFFORTS**

**NEXT STEPS,
ACTIONS**

Adapted from <https://climatechangeconnection.org/wp-content/uploads/2019/03/Ecological-Handprint-Backgrounder.pdf>

Zero Waste Update – Partnership with SD68 and the RDN



This year's participating schools:

1. Arrowview Elementary
2. Ballenas Secondary
3. Errington Elementary
4. Kwalikum Secondary

We hope to include 3 more schools next year.



NATURE CHALLENGE

FOR THESE THREE MONTHS THE FOCUS IS ON RECYCLING, LEAVING CONES AND PAPER.

RECYCLING: Why do items get recycled for use? Earth's resources are limited. Recycling helps to reduce the amount of waste that ends up in a landfill. It also helps to conserve energy and resources.

LEAVING CONES AND PAPER: Why do we leave cones and paper? Leaving cones and paper in the trash can cause a lot of problems. It can be messy and it can be a fire hazard. It can also be a health hazard. Leaving cones and paper in the trash can also be a waste of money.

PLAYBOOK: Play the game. Record the results. Share the results with the other teams.



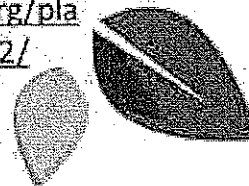
What's the environmental impact?



Carbon Calculator:
<https://www.carbonfootprint.com/calculator.aspx>



Plastic Calculator:
<https://www.earthday.org/plastic-pollution-calculator-2/>

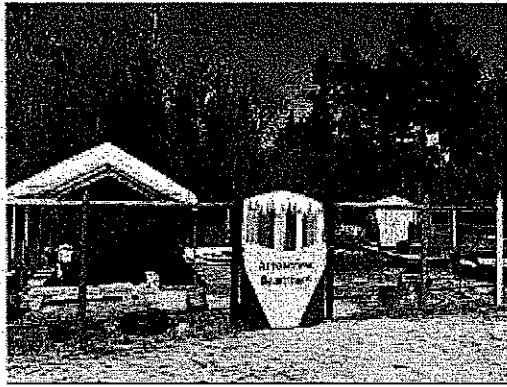


Sharing Our Green Stories and Successes

The Green Teams are working on many green initiatives in their schools. During the second session, students had the opportunity to highlight ONE of their initiatives with the other teams, and we learned many ideas from one another! Below are the slides that accompanied their stories.

1. Elementary Green Teams

Arrowview Elementary School



Outdoor Education Learning Space

- Temporary shelter with benches
- Garden
- Lots of new resources (we will be exploring these on our June Pro-D...eg, signs for the school grounds to inspire learning and curiosity about our local environment)
- Outdoor learning space



Bowser Elementary



Our Team
 Taylor Murray
 Nathan Cross
 Andy Taylor
 Autumn Bennett
 Brock Hunter
 Sawyer Bernard
 Jackie Wheeler
 Mrs. Bennett
 Mrs. Houford



We've been busy!

- outdoor learning space- Tuljuxw Lelam
- garden beds
- greenspace
- trails



Next Steps

- finish construction
- plant more indigenous plants
- plant more trees
- encourage earth week competition for Zero waste



Errington Elementary

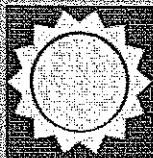


Use of Forest Spaces

- Found art materials and found materials for STEM
- Team work- natural obstacle courses, fort making and unstructured play
- Time in nature, self-regulation, yoga
- Learning about human impacts on nature

Recycling Team

- Paper recycling
- Hard plastic recycling
- Drink container returns - funds used towards gym equipment
- Classroom compost collection

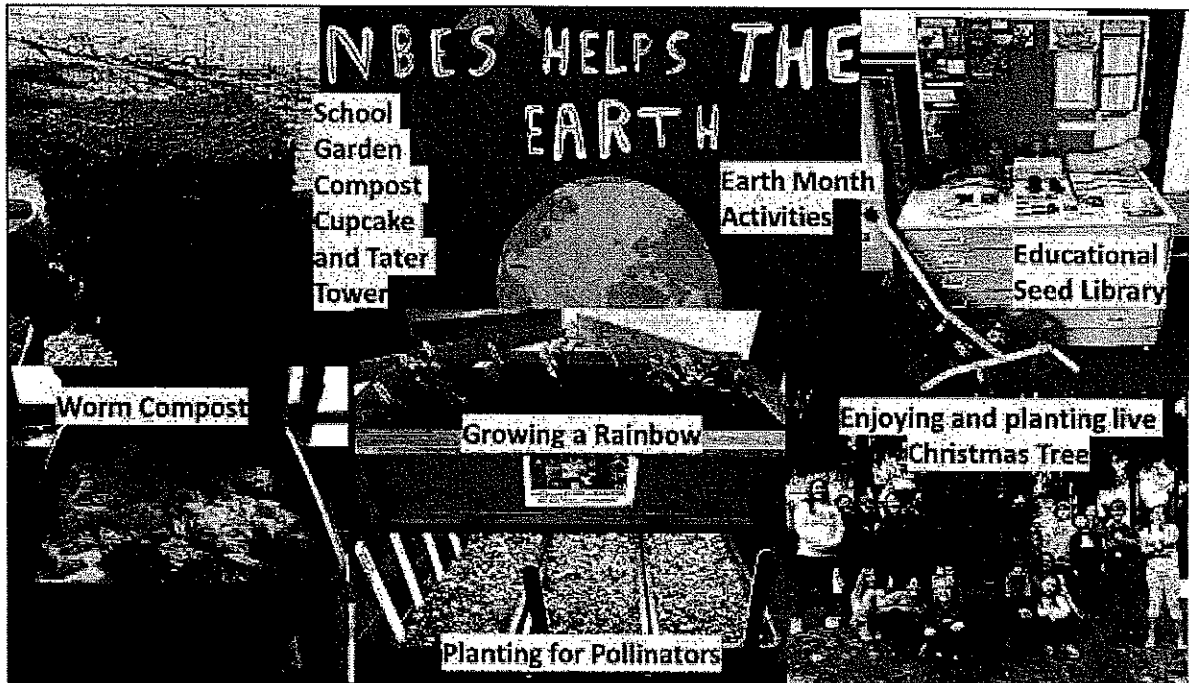


Interrelationship

Think of animals
Must you log the old growth trees?
Consider Ewoks
-Ms. Martha's class, FBES

Worms

Worms out in nature
They like to eat our compost
They help our planet
-AES Green Team



See also webinar at <https://farmtoschoolbc.ca/webinar-series/>

École Oceanside Elementaire



Beach clean-up

- Garbage pick-up at the local beach
- Pack-in, pack-out
- Art like Andy Goldsworthy
- Cross-curricular learning with ADST



Qualicum Beach Elementary School

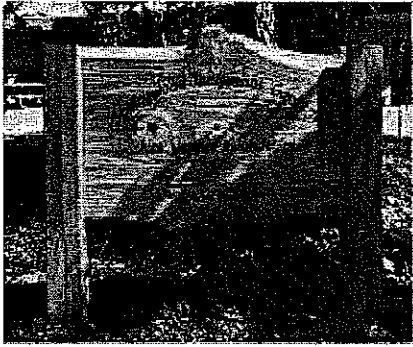


Hands on Teaching/Learning of Local Biodiversity

- Mapping and walking the 100's of acres of forests adjacent to the school
- Understanding Carbon Sequestration by Forests
- Interacting with:
 - Old Growth vs 2nd Growth Forests
 - Exploring forest management and/or stewardship



Springwood Elementary School



We can enhance our care of the environment by sharing information with Springwood students about the benefit of indigenous plants.

SES Green Team

Who's on the Team?

- Ms. Hung (Vice-Principal)
- Ms. Dutton (Teacher)
- Four grade 6 students
- Twelve grade 2 students
- Ten grade 1 students
- Community volunteers

Mandate:

Educate our learning community about our new indigenous Garden; promote a zero waste (wrappers) initiative, and daily forest activities and practices that deepen our connection with nature.



2. Secondary Green Teams

Ballenas Secondary Year-round activities

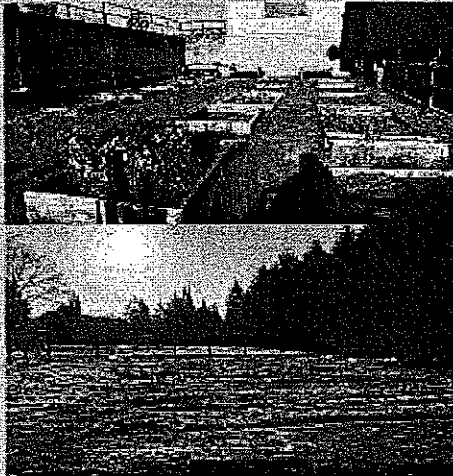
- Interact Club bottle recycling
- Compost stations around the school
- Gardening and Courtyard
- Local and sustainable focused classes – cooking class
- Ballenas lunch and breakfast program - Partnership with local food banks



BSS Green Team:

Ms. Bradbury, Maddy Jenkins, Veronica Weeks, My Huy Lim, Renata Kamel

CEAP/ TIDES



TIDES Getting Down & Dirty

- Due to Covid, both Garden sites are in dire need of work and restoration.
- Front garden is going transforming into a 'Beautiful outdoor learning space'
 - Working with Art class for Wall Art
 - Mentorship with Sr's for Jr's
- Back Garden going through 'Fertility Enhancement project'
 - Working with Sr PE Classes to help with manual labour (Weed, establish beds, turn soil, etc...)
 - Create more fertile garden beds
 - Continued cross curricular lessons with TIDES classes.

Kwailikum Secondary School



Mr. R. Barton
with new
composting bins
at Kwailikum
Secondary School.

School & Student Initiatives

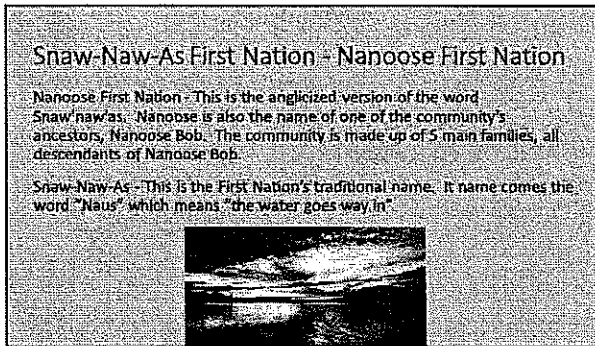
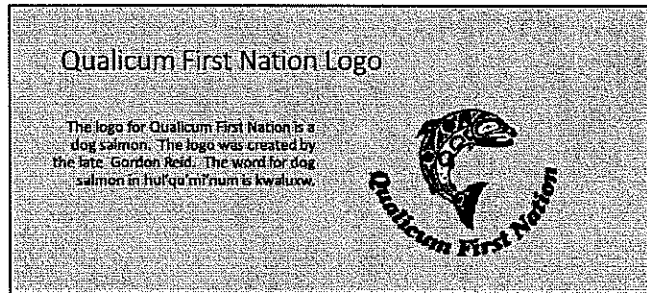
- KSS School Wide Zero Waste Initiative in partnership with RDN Nanaimo
- Career and Health Education 8-5
- KSS/Q8 Community Trash Pick up
- Aligning with UN SDG Goals #13 Climate Action, #17 Partnership for the Goals The 17 Goals

Health and Career Education
8 students from KSS/Q8
Collaboration Trash Pick up
Initiative getting ready for action

Learning about the Knowledge of Local First Nations

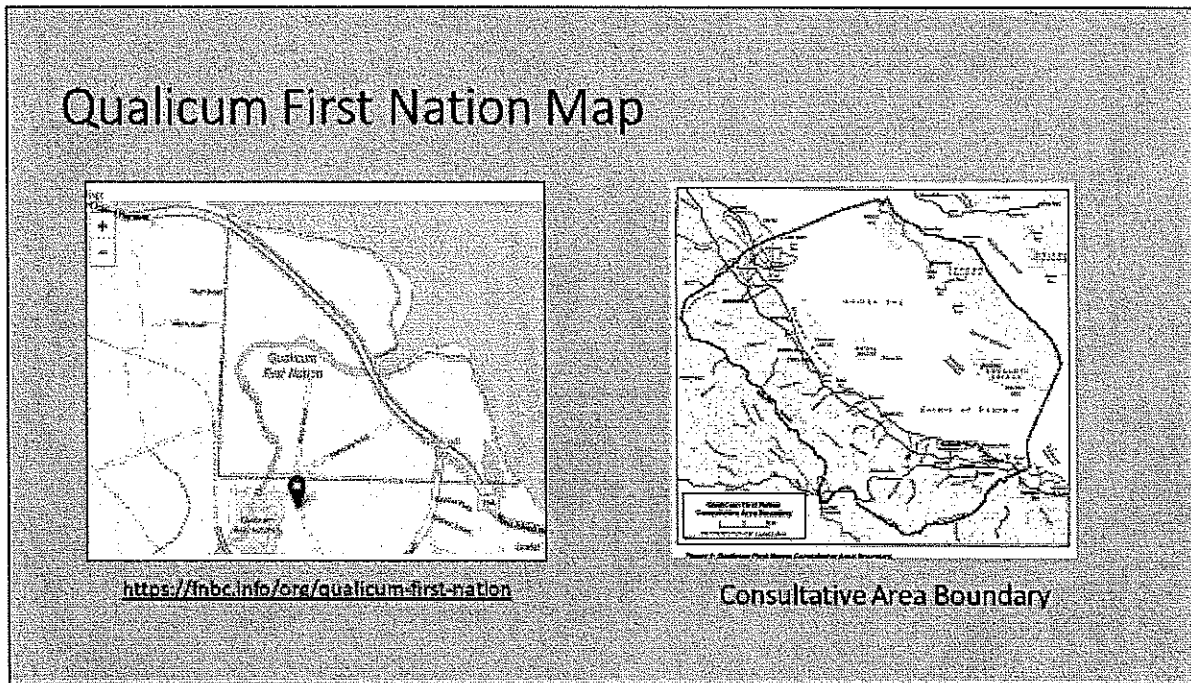
As Green Teams we have been learning about the Traditional Ecological Knowledge and land-based perspectives and history that has been kindly shared with the district by the Qualicum and Snaw-Naw-As First Nations. We are grateful to be able to honour and embed this local knowledge into our environmental stewardship learning and appreciate Ms. Tracie Finstad's facilitation in sharing this wisdom with the Green Teams Networks. Below is a sampling of some of the topics discussed.

1. Traditions that recognize the land

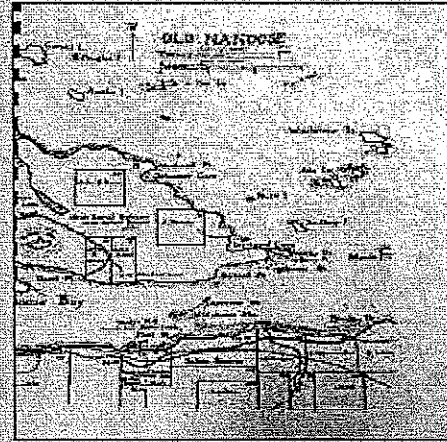
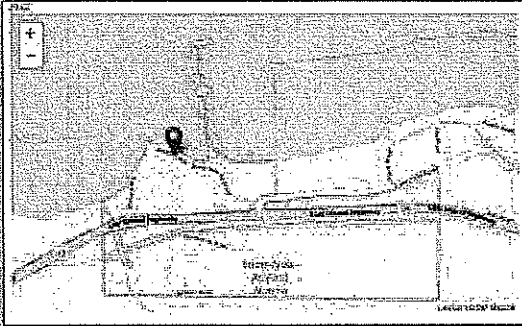


For example, the naming traditions of the Qualicum and Sṇaw-Naw-As First Nations

2. Local First Nations' history and current status of land, title, and governance



Snaw-Naw-As First Nation Map



Compare the plot of land for the Indian Reserve to the plot of lands reserved for settlers.

3. Traditional Ecological Knowledge (TEK) of the Qualicum and Snaw-Naw-As First Nations

Traditional Ecological Knowledge from the Snaw-Naw-As and Qualicum First Nations



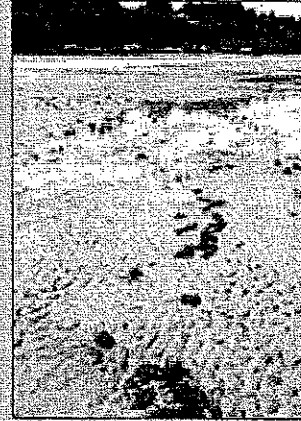
“There is respect for the land and how the land chose to be.”



**Traditional Ecological Knowledge
from the Snaw-Naw-As and Qualicum First Nations**



"People understand their local ocean patterns and made sure to use that understanding to help others."



**Traditional Ecological Knowledge
from the Snaw-Naw-As and Qualicum First Nations**

**A Local History of
SD69ish**

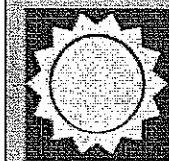
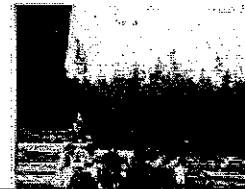
*Because the boundaries weren't drawn with
Indigenous people in mind*

**Intended to Accompany Grade
8 and Grade 9 Social Studies**



*Thank you to the Nations
for sharing their history and
knowledge with us and to
Carrie Reid from the
Qualicum First Nation and
with family ties to the
Snaw-Naw-As First Nation
for recording this
information in these
resources for our school
communities.*

The Joint Indian
Reserve Commission
And District 69



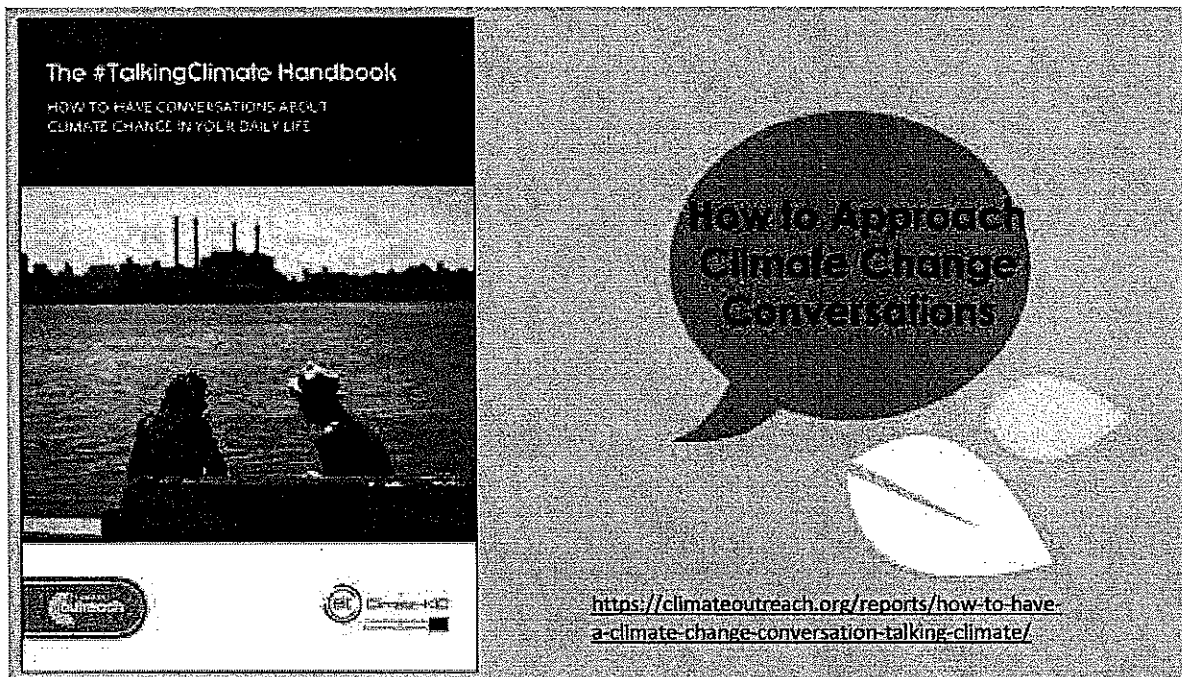
Planting Green Seeds

We have some ideas
We will share using posters
And videos as well
Grace and Olive, Grade 4, QBES

Nature

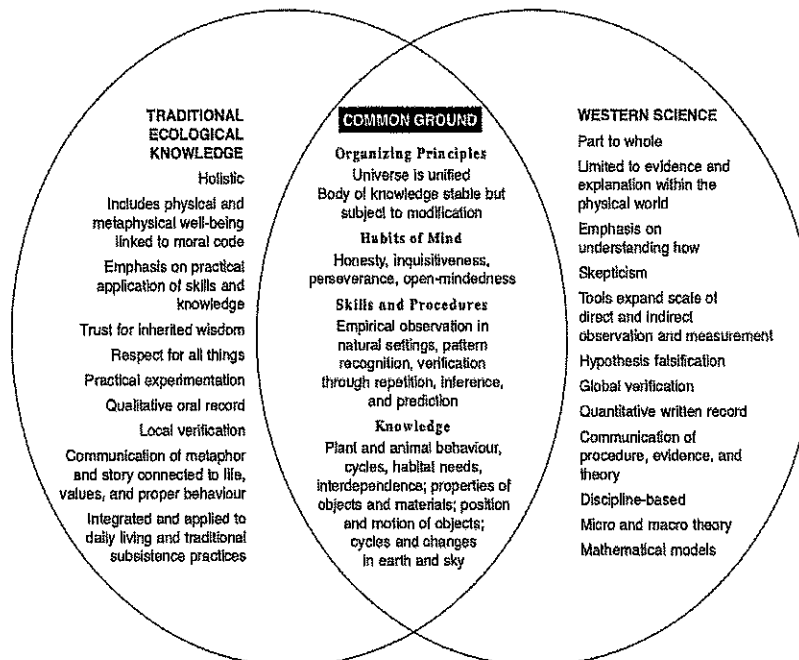
Nature is so great
Nature is so beautiful
I love you, Nature!
Ms. Martha's class, FBES

Learning about Respectful and Encouraging Ways to Work with Others



<https://climateoutreach.org/reports/how-to-have-a-climate-change-conversation-talking-climate/>

The Shared Characteristics of Traditional Ecological Knowledge and Western Science*



https://www.edu.gov.mb.ca/k12/docs/support/sila_video/tek.pdf

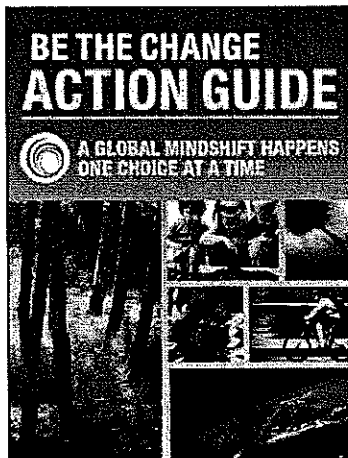
**Traditional Ecological Knowledge and Western Science
Importance of Working Together**



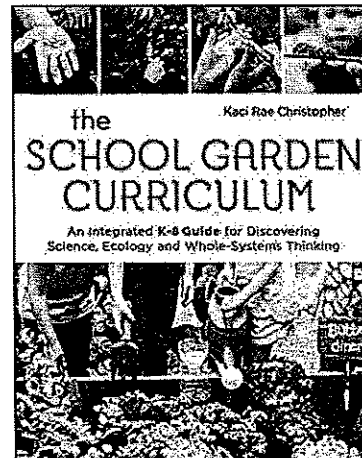
<https://www.rcinet.ca/en/2016/12/23/video-documentary-how-indigenous-knowledge-is-changing-what-we-know-about-the-arctic/>

Learning Resources

During Green Team sessions we shared learning resources, as well as posted ideas and resources to the teacher-hosted collaborative virtual spaces. Here is a sampling of the resources.



Each school received the *Be the Change Action Guide*



The School Garden Curriculum can be accessed through the DRC

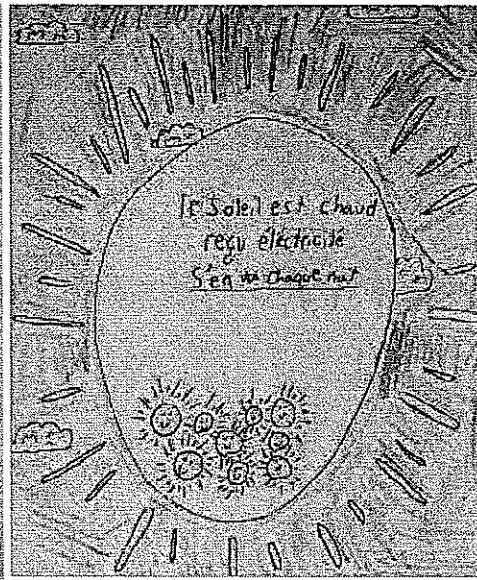
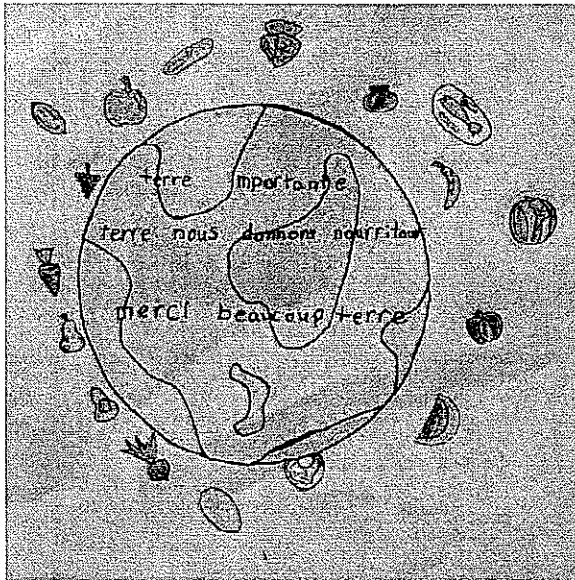
<p>Resource: Food Matters Kit http://www.ccc.org/food/</p>	<p>NATIONAL GEOGRAPHIC</p> <p>Education Job <input checked="" type="checkbox"/> Classroom Resources <input checked="" type="checkbox"/> Professional Learning Education Blog https://blog.education.nationalgeographic.org/</p> <p>https://www.nationalgeographic.org</p>
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<https://cbeen.ca/>




<https://kbee.ca/>



Other Learning Opportunities

A sampling of other relevant learning opportunities this year are shared below.

Dr. Elin Kelsey – Hope & Optimism



Student Sessions - Virtual

October 29th, 2020 - Wednesday

Elementary Gr. 3-5: 9am-10am

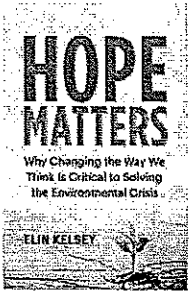
Highschool Gr. 9-12: 10:30am - 11:30am

Middle Years Gr. 6-8: 1pm - 2pm

Reaching out to Youth is a priority for Dr. Elin Kelsey, she shares examples and stories of a hopeful future with support from adults who are actively working towards solutions; we are in a time of action!

Please join Elin during a *live virtual presentation* and Q&A during the above times, she will cater the content to best suit the audience.

Register your class through Serina Allison, serina.allison@sd71.bc.ca



SD69 Environmental Learning Update



Dr. Jeff Lewis
Geography Department
Vancouver Island University

Earth Day Presentation for Secondary Schools Wednesday, April 21


Dr. Lewis spoke about how Climate Change is effecting the Oceanside area and what we can do to promote a greater understanding of the scientific and social implications of our current ecological situation and how we can help.

Thank you to Communities Protecting Our Coast, CFUW Parkville-Qualicum, and the Arrowsmith Naturalist members for their support of this event.

Dr. Elin Kelsey - Hope & Optimism
Pro-It Opportunity - www.pro-it.com

Many of us are concerned we living over heated, disrupted, and polluted, and the size of the Covid-19 pandemic, climate change, social justice, and equity, and how we can make our world a better place. This workshop will help you to create a solution-oriented approach to teaching about these issues.

Dr. Kelsey will discuss the role of educators, leading this decade and the region and national, with a focus on the "Green and Blue" future that is supported by the 2017 media cycle. She will share her research on climate with hands-on activities to build resilience and self-empowerment, and clarity, and what is a more effective, transparent, and inclusive in these important social issues.



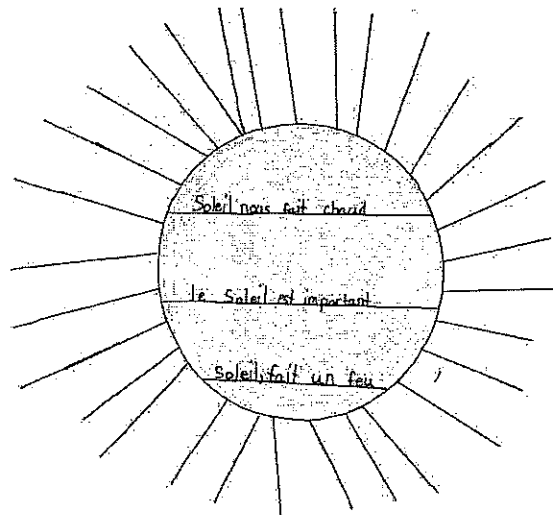
Register with Serina Allison
serina.allison@sd69.bc.ca

Session 1 - October 23rd, 2020
Session 2 - January 7th, 2021

Session 3 - April 8th, 2021
Virtually 4pm - 6pm
Register with Serina Allison serina.allison@sd69.bc.ca

HOPE MATTERS
HOPE MATTERS is a free, online, self-paced, and interactive course for teachers, parents, and students. It is designed to help you understand the science of climate change and what you can do to make a difference.

If you have not attended the other sessions we welcome you to join in on the final session



Next Steps for Environmental Stewardship and Education

Each Green Team is continuing to work on their school-based green initiatives and plans for moving forward with environmental stewardship. The following district-wide initiatives are also in progress for next year, and additional suggestions from the Green Teams for future possibilities are provided.

Zero Waste Project – Partnership with SD68 and the RDN

In this impactful environmental initiative, four SD69 school communities (Arrowview Elementary, Ballenas Secondary, Errington Elementary, and Kwalikum Secondary) have made the significant change away from disposing of all their waste into garbage that goes to landfill to sorting waste, including recycling and compost, so that minimal waste makes it to landfill. Schools have noted that the amount of garbage going

to landfill has reduced by as much as 75% now, and continued efforts to reduce that waste even more will be ongoing. This successful change in waste management habits in such a short time is attributed to the engaging learning and project launch activities that staff and student teams have led in their school communities. Collaboration with the Operations and Maintenance Dept. and custodial staff as well as the grant funding from the RDN and the collaboration with the SD68 lead have been critical in supporting schools in implementing this initiative as well. The formal report about the project will be shared in early July.

Next year the district plans to add three more schools to the Zero Waste Project, and a request for continued funding from the RDN to support this roll-out has been submitted. Schools that are currently in the project have offered to buddy up with new schools to further support implementation next year.

Green Team Sessions

Feedback from both students and staff is that they would like to continue regular Green Team sessions throughout next year. Teams would like to continue with a similar format to this year, including both staff and students for the first half, and staff only for the second half. In addition, the Teams would like to continue to learn about the latest on environmental stewardship and impactful actions together, share ideas and success stories, and plan some district-wide opportunities.

Regional District Sharing

This year, local district leads for environmental and outdoor education started a regional network to share resources and plan professional learning opportunities for our Central Vancouver Island. Vivian Collyer is currently the SD69 rep in this network, and determination of the new district lead is in progress.

Future Possibilities

The following ideas were generated by the Green Teams and can be revisited with the incoming district lead in the fall to determine what makes sense for next steps.

→ District-wide professional learning that focuses on environmental stewardship

The Green Teams are excited about the potential for district-wide opportunities to support the teaching and learning of environmental and outdoor learning, as well as a focus on enabling interested teachers to further their own development as environmental stewards and to deepen their personal connections with nature.

→ School gardens

There is a strong interest in enhancing and growing garden-based learning opportunities, including facilitating district-wide professional learning in this area and finding ways to mitigate challenges (such as irrigation and maintenance over the summer, and funding for fencing, transportation, and tools).

→ Outdoor learning structures

Many schools would like to create outdoor learning spaces to enable ongoing experiential learning opportunities that foster an appreciation for nature, ecological knowledge and understanding, and environmentally sound practices. Ideas for structures include covered outdoor “classrooms”, greenhouses, and nature playgrounds. Exploring ways to fund these structures in an equitable way is a consideration as well.

→ Encouraging environmentally-friendly alternatives

Encouraging school communities to find environmentally friendly alternatives to our habits that exasperate CO2 emissions is recommended. For example, the Green Teams suggest that finding ways to support students and staff in walking and riding bikes instead of driving wherever possible might be a good starting point. The *Be the Change Action Guide: A Global Mindshift Happens One Choice at a Time* has been purchased for each school to help with lifestyle actions that individuals and school

communities can take to make a difference. Thank you to the RDN for providing the grant funding to the district Green Teams for this purchase.

→ **Access to information and resources**

The Green Team teachers have created shared digital spaces to access the PowerPoints and resources discussed at our meetings so that they can find them to share with staff and students in their school communities. However they feel that some sort of district website presence, both public and internally for staff, would be helpful for readily available access to information and resources as required.

→ **Enhancing relevant partnerships with the municipalities**

The Green Teams appreciate the need to collaborate with municipalities in order to effectively work on environmental stewardship as an Oceanside community. They are curious about ways that the district might be able to build on these partnerships through ongoing communications for example.

→ **Increased support for community projects, field experiences, and speakers**

Schools would like to engage in more community collaborations (such as removing invasive species, garbage pick-ups, cleaning beaches, and sustainability action projects), provide more relevant field experiences (such as working with Streamkeepers and the Coombs Farmers' Association), and inviting in more guest speakers, however these activities can require extra funding. For example, when inviting an Elder into the school to share about their local Traditional Ecological Knowledge, it would be helpful to be able to access a fund to pay for an honorarium.

→ **Collaboration across schools for students**

Both elementary and secondary students in the Green Teams have found networking with students at other schools extremely valuable. They would like more opportunities to share ideas and initiatives throughout the year in smaller groups, in addition to the regular Green Team networking sessions.

→ **Capstone and mentorship opportunities**

For those senior secondary students who have a passion for environmental activism and would like to explore post-secondary options more deeply, the capstone is an ideal embedded curricular opportunity and graduation requirement to leverage. In addition, increasing opportunities for mentorship with community agencies in support of this learning is an area to explore further.

In conclusion, the Green Teams have been appreciative of their networking and learning together during the afternoon sessions this year, and are looking forward to continuing these sessions as well as some of the additional district-wide possibilities as shared above. It has been both an honour and exciting opportunity to act as the lead for environmental stewardship learning for SD69 and to collaborate with the Green Teams this year. I look forward to sharing this information with the new lead for start up in the fall.

Note: Exiting news - C2C is hosting a virtual conference on place-based learning in the fall!



Listening to the Land, Giving Voice to the Sea: Stories to Nourish Hope and Resiliency

Professional Development Event

Victoria, BC and Online Everywhere

Oct. 22-23, 2021



Board and Trustee Representative Committee Report

Trustee Representative: Julie Austin
Committee Name: ELCCO - Early Learning & Childcare Council in Oceanside
Meeting Location: Zoom
Meeting Time: June 17, 2021, 1:00 pm

Mandate

ELCCO supports the development of Affordable, Accessible, and Quality Not-for-Profit Child Care in Oceanside.

Topics of Conversation:

1. Discussion ECEBC - Statement from Kevena Hall Assistant Deputy Minister for Ministry of Children and Family Development regarding Proposed Child Care Legislation: <https://mailchi.mp/691816f4bbaf/proposed-child-care-legislation?e=8674f89e15> - discussion on how much of this will work ie: licensing, funding, playground CCLR exemptions etc
2. Sharon Gregson - Shares Updates on Coalition of Child Care Advocates of BC -- Emphasis on Fed and Prov dollars being used only for public assets and expansion of \$10/day childcare sites.
3. Discussion on encouraging High School students to consider ECE training. Good scholarships/bursaries for those moving into this field.

Next meeting: September 16, 2021 at 1:00 pm